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ABSTRACT

This teaching guide contains 31 activities for students in grades 4-12 on the topic of the global marketplace. The purpose is to provide students with skills and knowledge to deal with the economic world. The guide is arranged into six parts. The activities address consumer issues from four perspectives. Part one focuses on "Me as a Consumer" using activities such as "Values: What Is Important to Me" and "Why Do I Buy Those Things?" Part two, "The Government and the Consumer," explores issues such as advertising, fiscal and monetary policy, and the Consumer Price Index using activities which focus on concerns of teenagers. "The Consumer: Past, Present, and Future" in part three traces the changes in consumer behavior through history. The activity entitled "2009: What Will Madison Avenue and the Automakers Have for You?" asks students to speculate on the future of the consumer. Finally, in part four, "The Consumer and the World," the issues of trade, labor and capital-intensive systems, imports, inflation, and international cooperation are presented in ways which make the international economic system understandable. Each activity contains an introduction; a list of objectives; and information on grade level, time required, and materials needed. Step-by-step procedures for the activities are provided and often additional activities for the student are suggested. Part five, supplementary materials, includes a set of 25 consumer activity cards for independent student work. For example, students are asked to design a collage that expresses how they view themselves as consumers. Part six consists of class handout materials. (Author/NE)

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TEACHING ABOUT THE CONSUMER AND THE GLOBAL MARKETPLACE

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Grades 4--12

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Metropolitan Denver Consumer Education Project

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INTRODUCTION

Everyone from individual citizens to specific interest groups knows that we live in a global society "wired together so tightly," as one commentator put it, "that a short circuit can fry us all." The nation founded its foreign policy on the idea that there would be "no foreign entanglements," but America now is inextricably tangled in the affairs of other countries. The web of global interdependence often obscures the old distinctions between domestic and foreign economic policies--each influences the other.

Global dynamics affect every aspect of our lives--the price we pay for our coffee, sugar, fertilizer, and bread; the quality of our air and the purity of our water; the health of our oceans. They affect the prices we are paid for our commodities and the value of our money, the cost of heating our homes, and even the viability of our transportation systems. Finally, global economics affects our rates of inflation and unemployment. Likewise, what the United States does affects in equal measure people living beyond our shores.

Within the past few years, consumers have become increasingly--and sometimes painfully--aware that the world is rapidly becoming more interdependent. Manifestations of this trend are often surprising, confusing, and complex Workers picket multinational corporations that "export jobs." Consumers are bewildered about how to make shrinking paychecks cover inflated costs--costs that somehow are related to events such as the Russian purchase of wheat, the actions of oil-producing states, the devaluation of the dollar, and American trade and tariff agreements with other nations.

The importance of the connection between consumer interests and international events is clear in the relationship of rising oil prices in the Mideast to inflation in our own country. Another example is the climactic conditions in Brazil which can, periodically, greatly increase coffee prices for American consumers.

We are just beginning to realize what this increased world interdependence may mean for our own individual well being. How do consumer choices influence the international economic system? How do international economic systems influence the consumer? A basic understanding of these issues, thus far, is limited to a small percentage of the Americans--primarily economists--while the nation's vast majority still thinks the international economic system is too complex and intractable to be concerned about The need for the American consumer to be aware of the interrelated nature of our world involves far more than obtaining abstract knowledge and information. Citizen involvement in government is necessary to establish wise and effective solutions to consumer problems caused by international relations.

There is a distinct need for consumer-oriente curriculum materials. Current materials neither relate the international economic system to the consumer nor provide students with adequate knowledge and skills to understand the issues and problems that face them as consumers.

To address this need for better consumer education materials, the University of Denver's Center for Teaching International Relations (CTIR) gathered seventeen teachers from the greater Denver area for a series of seminars about consumerism. Over sixty activities were developed from these seminars. From these sixty, CTIR has chosen thirty of those activities to include in Teaching About the Consumer and the Global Marketplace.

HOW TO USE THIS UNIT

There are two main ways to use the activities in this book. First, if you want to teach an entire six to nine week course on consumer skills, the activities could provide a major portion of the course. The first section, "Me As A Consumer," helps students to focus on the values, problems, and skills involved in becoming a more conscious consumer. The remaining four sections do not need to be presented in the sequence in which they appear in this book. Arrange them as you please.

The second way to use these activities is to skim the entire book to find only those exercises that can fit into already existing courses you may be teaching. The book contains activities appropriate for courses on consumer math, social studies, business, basic English, home economics, and modern problems.

Each activity contains detailed teacher instructions plus special handouts and/or other readily available materials. The activities emphasize hands-on experiences that involve the students in solving problems they face or will soon confront in the marketplace.

No activity in these units is sacred. We encourage you to alter them to create new activities and spin-offs. Who could possibly know the needs of your students better than you!

I. ME AS A CONSUMER

Many students find it difficult to identify themselves as global consumers--or to understand that role--without first dealing with the process on a personal level. This unit attempts to make students aware of their behavior, why we consume what we do consume, and what course of action to pursue if we are unhappy as consumers.

Teachers should feel free to use any activity out-of-sequence which may meet their students particular need or area of interest.

Title: VALUES: WHAT IS IMPORTANT TO ME?

Introduction: Students present a spectrum of values. While all have a right to their own value system, many may not be aware of what their values are. This lesson will help students explore their values, to consider how they developed those values, and to seek alternatives for values which they hold but consider unsatisfying.

Objectives:

To encourage students to think about how their values formed
To help students be more accepting of diversity
To examine how our society determines status

Grade Level: 7-12

Time: Five class periods

Materials: Handout #1, "Questionnaire"

Procedures:

Step 1. Distribute Handout #1, have students complete the questions, but tell students not to write their names on the form. Stress that the lesson will be of more value if everyone is honest.

Step 2. Collect questionnaires and have a student call of and tabulate questionnaire responses one at a time on the chalkboard. Then discuss each survey question in the following manner:

What would you choose a, b, c, or d? Why?

What values are implied in each choice?

What does a person give up by making a certain choice?

What influence in your life caused you to make your choice?

What do you think is the best choice? Why?

Which choice would give you the greatest satisfaction in life?

Will you feel the same at the end of your life?

Are your choices oriented toward possessions, money education, friendship, or service to others?

Did any of you choose an answer to make yourself look good?

Do you see the need to change any of your values? How does one do that?

Linn Whitney

Title: WHY DO I BUY THESE THINGS?

Introduction: This activity teaches students about their buying habits and what factors (income, culture, ethnic background) influence their buying.

Objectives:

To better understand our own behavior
To have the opportunity to compare our decision making process with that of others

Grade Level: 7-9

Time: One hour

Materials: Handout #2, "Types of Consumer Decisions"
Handout #3, "Purchase Diary"

Procedure:

Step 1. Have students list twenty or more items they purchased in the last two weeks. (The teacher could list the purchases on the blackboard.)

Step 2. Have students write beside each item it's approximate price and where it was produced.

Step 3. Distribute Handout #2. Have students write what kind of consumer decision they used when they purchased the item. Tell them to also answer the questions at the end of the handout.

Step 4. Ask students to discuss what things they learned about themselves from the things they wrote down on their papers.

Step 5. (If time permits.) Ask students to list ten things they would buy if they had unlimited money. Then write beside each one where that product was produced. Did the students write down more items from the U.S. or foreign countries? Why? Better quality? Cheaper? Status?

Further Activities:

Instruct each student to keep a purchase diary for a week with notes on type of purchase, cost, type of decision, and what country produced the product. Distribute Handout #3. Ask students to write a one to two page paper discussing what their buying habits say about them.

William J. Dounum

Title: WHAT PRICE CONVENIENCE?

Introduction: This exercise helps students understand the consequences of shopping at a supermarket as opposed to shopping at a convenience store.

Objectives:

To provide insight into the value of comparative pricing
To better understand our behavior as consumers

Grade Level: 7-9

Time: Three class periods

Materials: Pencils
Paper

Procedures:

Step 1. List local supermarkets and convenience stores on the chalkboard. Tell class they will develop their own worksheet to be called "Comparative Shopping Activity."

Step 2. Ask students to identify ten foods and sundries to form this shopping list. (Packaged products need to be identified through brand names, for example, Campbell Chicken Noodle Soup.)

Step 3. Assign a store to each student. Have them research the prices their respective stores charge for the items on the "Comparative Shopping Activity" list.

Step 4 Students who use the same stores should form groups to cross-check results for accuracy. Tell them to cancel out any items on the list that were not available at their stores. Each group should consolidate its findings in one list and select a group leader to present those findings to the class.

Step 5. Eliminate from all lists those items which were not available at all stores.

Step 6. Have group representatives recheck and total all prices on their lists. Meanwhile, draw a series of columns on the board. In the first column write the words "Food Total," "Nonfood Total," and "Total." Write a store name at the top of each of the remaining columns.

Step 7. Have group leaders insert totals in their respective columns.

Step 8. Have students compare the figures and draw preliminary conclusions about the differences between supermarket and convenience store pricing.

Step 9. Direct students to compute the following price differentials:
a. amount and percentage difference between the highest and lowest total costs;
b. the same as above, but for Food and Nonfood totals individually; and
c. the price and percentage difference between the lowest and highest prices for a single nonfood item such as the Contact Capsules.

Step 10. Challenge students to justify the inordinately high prices convenience stores charge for certain nonfood emergency demand items.

Step 11. Discuss other implications which can be drawn from the available information.

William J. Dounum

Title: SCHOOL LUNCH ALTERNATIVES AND OPTIONS

Introduction: In this activity students consider alternatives and options available to them as consumers of school lunches. It is hoped they will grow to think of themselves as decision makers instead of as victims of an institution.

Objectives:

To become aware of consumer options
To clarify values
To practice decision making skills

Grade Level: 7-12

Time: One to two hours

Materials: Handout #4, "Scales"

Procedure:

Step 1. Ask students what they like and dislike about their present school lunches.

Step 2. Have the class brainstorm a list of school lunch options or give them a list of options and ask them to make additions. The options should include lunches that are: (1) provided by the school district; (2) made by students at school; (3) made at home and brought to school; (4) individually purchased at a nearby fast food chain; and (5) individually purchased at a small local business. In discussing choice number two, students should consider where they will get the food to prepare lunches at school. Will they grow it themselves or buy it? If they choose the latter, will they buy it through a food co-op, a small local grocery, or a large chain supermarket?

Step 3. Distribute Handout #4. Have students individually rank each option on the eight scales.

Step 4. Meet in small groups and come to a consensus. Each group should write down the three best options and three to five criteria (from the scales) they considered most important in making their decisions.

Step 5. Have each group share their decisions with the class.

Debriefing:

1. Which option did the majority choose? Why?

2. Do they really create their own options or are those options limited by government?

Further Activities:

1. Students could research the feasibility of organizing an alternative school lunch program. The amount of government regulation involved in most school lunch options is considerable. The local board of health and your school lunch staff could act as resources. As an alternative, have students see what fast food chains such as Wendy's, Burger King, or McDonald's would charge for preparation of school lunches. Benton High School in Benton, Arkansas had McDonald's run their school cafeteria for three years. Some school's have student senates or councils plan the menu. Have students research the options and present them to the class.

2. Have students research the school lunch programs in other countries. Use foreign language teachers as resources.

Title: MUSIC MAKES THE WORLD GO 'ROUND

Introduction: Most teenagers spend considerable time listening to radio. Often, they consider themselves knowledgeable about current music. What they may not be aware of is the number of advertising tunes they know.

Objectives:

To raise perspective consciousness
To make students more aware of radio advertising
To make them consider how that advertising affects them

Grade Level: 4-12

Time: One class period

Materials: Pencils
Paper

Procedure:

Step 1. For homework, assign the class to listen to radio for advertising jingles and songs that name specific products. Each student should write down the words to at least five jingles.

Step 2. Divide the class into three teams.

Step 3. Give the teams five minutes to pool their research and ask them to write on paper the names of advertising jingles they know. The words and tune to each jingle on a team's list must be known by at least three persons in that group.

Step 4. To play, each team takes a turn singing one advertisement. At least three members of a team must sing at least one line of a jingle. The line must contain the name of the product the jingle advertises.

An ad jingle may not be repeated. If it is, the team that repeats it is taken out of competition. As the game continues, teams may add new jingles to the list they started in Step 2. However, there is a fifteen second time limit from the moment one team stops singing to the time the next must commence. The winner is the team that sings last.

Debriefing

1. Were you surprised by the number of advertising jingles you knew?

2. Do you buy any of the things you hear advertised?

3. Is there a correlation between your purchases and the advertising you hear on the radio?

4. How many of the jingles you sang were advertising products made in another country? What types of products were they? Cars? TVs?

Further Activities

1. Select five jingles sung during the game. Ask students to check at home to see whether their family purchases those products. Tally the class results and work a percentage. Ask students how successful they think the ads are for the products in question.

2. Have students discuss whether they would prefer to hear no advertising on radio. If you have a local commercial free public radio station, ask students to identify its call sign. Take a hand count to see how many students listen to the station.

3. In class, have students listen to the public station for fifteen minutes. Then ask them to write on paper three adjectives that describe how they felt while listening. Repeat the exercise for a regular commercial rock music station.

   Ask students to compare the two stations Ask them the following questions. Which stations did you like best? Is advertising necessary on commercial radio? Who pays for public radio?

Title: THE CONSUMER RETURNS!

Introduction: This lesson explores the difficulties of returning purchases to stores.

Objectives:

To help students acquire better conflict resolution skills
To engage students in values-related decision making

Grade Level: 7-12

Time: Three class periods

Materials: Handout #5, "Questionnaire"
Handout #6, "Parts for Role Play"
Handout #7, "Observation Sheet"

Procedure:

Step 1. Distribute Handout #5. Have each student answer the questionnaire individually, then form groups of four to compare answers.

Step 2. Ask students the following questions. Have members of your group had similar experiences in returning purchases? How do you think our society in general feels about returning items?

Step 3. Distribute Handout #6 to part of the class. Give copies of Handout #7 to the remainder and ask them to take notes about what they see.

Describe a situation to the role players and have them take turns acting it out. For example, tell the "Timid Returner" to return a pair of shoes that has a broken strap (torn sole, etc.) after only three months of wear. Have the Timid Returner play opposite the "Cooperative Clerk."

Step 4. Enact a number of other customer-return situations.

Step 5. Have student observers discuss the various customer return situations. Which ones were the most successful for the consumers? The least successful? How could the consumer be more successful in returning purchases?

Debriefing:

1. Was the role playing realistic?
2. Have you ever been in a similar situation?
3. How did the student role players feel while they were acting?
4. Were the clerks as scared as the customers?
5. Will it be easier for anyone to return items now that you have done this activity? Why?

Lynn Whitney

Title: SO WHO CARES?

Introduction: As responsible consumers in a time when shoddy materials and workmanship are increasingly prevalent, it is necessary to discover appropriate and effective means of registering complaints.

Objectives:

To develop the comparative skills for being a responsible consumer

Grade Level: 7-12

Time: One week

Materials: Handout #8, "Consumer Information"

Procedure:

Step 1. Discuss the idea of consumer fraud and consumer rights. Find out if any students have bought a product or service that did not meet expected standards. What did they do?

Step 2. Have students name as many ways of registering complaints or reporting consumer fraud locally (e.g., the Federal Trade Commission, the Better Business Bureau, T V. stations, radio stations) as they can. List these on the board. Now distribute Handout #8 to show how many agencies exist for consumers to report complaints.

Step 3. Divide the class into groups of four. Each group should identify two products or services it considers shoddy--one should be foreign, one domestic. Using the resources identified in Step 2, have students devise a plan for reporting the defective products.

Step 4. Have students present their plans in front of the class. If possible, have students follow their plans and report the results to the class.

Ruth Glass

II. THE CONSUMER AND THE GOVERNMENT

This unit explores the role of government in regulating the quality of products and services available to the consumer.

Title: THE GOVERNMENT AND THE CONSUMER: AN ATTITUDE SURVEY

Introduction: This values clarification activity is designed to help students consciously examine their attitudes about government involvement in consumer affairs and to compare their attitudes with those of other students.

Objectives:

To clarify students' attitudes about government participation in consumer protection
To teach students about several regulatory functions the government performs within the market place

Grade Level: 7-11

Time Thirty minutes

Materials: Handout #9, "Attitude Survey"
Newspaper clippings (optional)

Procedure:

Step 1. Distribute Handout #9 and have students complete the questionnaire.

Step 2. Compile class results on the chalkboard.

Step 3. Have students, in groups of four, attempt to reach a consensus on each item. Ask each group to report results. Compare these to the individual responses tallied previously.

Further Activities:

1. Interview business leaders about their attitude toward government regulations.

2. Clip newspaper stories concerning business regulations. Discuss them in class.

Bob Kinsey

Title: WHAT YOU SEE IS WHAT YOU GET

Introduction: Students need to be aware of the many services provided by the various levels of government--local, county, state, and federal. They also need to know which services are provided by which level. This activity is designed to increase awareness of everyday services we all take for granted.

Objectives:

To increase awareness of services provided by government
To help students distinguish between local, county, state, and federal government services

Grade Level: 7-12

Time: Three to five hours

Materials: Access to telephone books and library resources will be necessary

Procedures:

Step 1. Have students brainstorm about what services they think are provided by government. Keep a list of the ideas.

Step 2. Take the class for a walk or bus ride around or near school. Have students list services they see that they suspect are government services (e.g., Post Office, trash collection, traffic lights, police, etc.).

Step 3. After returning to class, compare student observations with the list of services compiled during the brainstorming session.

Step 4. Categorize different services according to whether students think they are provided by the city, county, state, or federal government.

Step 5. Divide the class into four groups. Have each group research one level of government services. Tell the groups they can use the telephone directory and the school library in their research. If possible, allow them to call local government offices and private businesses to gather more information.

Step 6. Draw four vertical columns on the chalkboard. Label them "local," "county," "state," and "federal." (It may be necessary to add a fifth column labeled "private business." Ask each group to report its findings. List these in the columns.

Debriefing:

Discuss other possible services students may not have listed.

Further Activities:

1. Compare the amount of taxes each level of government receives to the services it provides. Are we getting what we pay for? Are there any hidden costs?

2. Who would provide the services if the government didn't?

3. Are students aware of any other governments in the world that provide more services than the U.S. government provides?

4. Do students think government services will increase or decrease in the future?

Title: THE TEENAGE MARKET BASKET OF GOODS AND SERVICES: INFLATION AND THE CONSUMER PRICE INDEX

Introduction: The Consumer Price Index (CPI) can be a valuable tool for understanding the nature and rate of inflation in our economy if consumers understand what the CPI indicates and how the information can be used as a guide to wise buying. The key to understanding the Index is to know how it is constructed. Using information provided by the U.S. Department of Labor, students can manipulate, analyze, interpret, and make their own Consumer Price Index for a typical "market basket of goods and services" that teenage consumers would purchase.

Objectives:

To identify the components of CPI
To evaluate consumer purchasing decisions in light of the CPI
To create their own teenage market basket and CPI
To be able to calculate inflation rates and relative values of the dollar based on the CPI

Grade Level: 7-12

Time: Basic interpretive lessons will take two or three class periods, depending on the desired degree of sophistication in use of statistics

Materials Handout #10, "Consumer Price Index (CPI) Charts"
Copy of the Detailed Report on the Consumer Price Index; the current CPI bulletin (available at public libraries, or by calling the Department of Labor hot line (816) 374-2372 for a recorded message, or by calling the following Department of Labor offices: Kansas City - (816) 374-2481; St. Louis - (314) 425-4511: Denver - (303) 837-2467)

Procedures:

Step 1. Distribute Handout #10. The Consumer Price Index measures what it costs the average consumer today to buy the same goods and services that were purchased in a given reference period. Explain the 1967=100 index base, the new index for each month, and the percentage increase. To facilitate use of the index, ask questions such as:

If an item cost $10.00 in 1967, what would it cost now? ($27.44)

What cost area has increased most since 1967? (housing)

What area of cost do you think would be most noticable in your everyday life? (open-ended question)

Why wouldn't it always be the area showing the greatest change? (open-ended question)

Step 2. Ask students to look at the second chart on Handout #10, CPI Index, U.S. City Average. Using the information on both charts, explain the purchasing power of the dollar. Use the following formula. (The data used in the example is from October 1977.)

$$\frac{\$188.7}{\$\ 100} = \frac{1}{X}$$

$$188.7X = 100$$

$$X = \frac{100}{188.7}$$

$$X = \$.529 \text{ or } 53 \text{ cents}$$

Ask students to figure the dollar's purchasing power in each of the cities listed on Handout #10. Then ask students where purchasing power is the best? The worst?

Step 3. Ask students to provide the exchange rate for dollars in different countries such as Canada, Germany, Great Britian, Mexico, and Italy. Bring newspapers and magazines from these countries and have students look at advertisements to figure whether the purchasing power of the dollar is better or worse in those countries. Have students try to compare similar items for more accurate results. Next, have students report their findings to the class. (For an additional activity, have students monitor exchange rates and compare them to inflation figures of the U.S. How does inflation affect exchange rates? What countries exchange rate does it affect the most? The teacher might want to have a chart on the bulletin board and have students fill in the information on selected days.

Further Activities:

1 Use the Consumer Price Index Detailed Report to identify different components of the market basket. Pick one category (food would be an easy one) and list components that would go into the basket.

Choose items for each category. Have students go to the store to record item prices. Repeat procedure after one month. Figure percentage increase and inflation rate. Discuss which items in the list increased the most. Speculate why. (An alternative is for the teacher to make a basket list and price it some months before the class meets. Then students need only go to the store once to get enough data for the exercise.)

2. Have students look at a range of CPI bulletins over a two-year period, identify trends in different categories and compare these in different cities. Ask them to speculate on what would or would not be good things to do with their money if these trends continue.

3. Discuss the categories of components of the market basket of goods and services. Suggest specific items that might be priced in each category. Identify random sample and average pricing as alternative methods.

4. Ask each student to prepare a list of items that would go into a teenager's market basket. Have each student combine his/her list with that of a partner and discuss it until they reach agreement on a single list. Tell each pair to combine with another pair and again to agree on one list. Then, they should group their list of items into categories. Each group will put their list of categories on the board and class will discuss until consensus can be reached on a single list. Students, in groups, will price their basket, noting exact name brands and the amount of each item priced in every category. Repeat the pricing in one month, in two months, etc., as time is available. (Alternatively, the teacher may formulate and price a teenage market basket well in advance of introducing this activity. Students may research new prices for the teachers list.)

   Assume that the first set of figures is the base (=100). Calculate:
   a. % increase and inflation rate
   b. index, $y/x = z/100$

      x=price of market basket at start (known quantity)
      y=price of same basket now (known quantity)
      z=index for that basket (the unknown)

   c. purchasing power of the dollar

5. With advanced students, introduce the concept of weighting components--that is, that a change in the price of gasoline will have a greater effect and impact on the consumer than a change in the price of imported Russian caviar.

   The first table in the full report--known as the Consumer Price Index Detailed Report, lists the relative weightings of the different items in each category. The teacher may wish to do some

exercises with the weightings table and then have the students propose a weighting table for their teenage market basket or for their food basket.

6. This may also be the time to discuss the criticism of the CPI. Much of this criticism has been aimed at what is considered to be a distortion in measuring home ownership, which counts for 25.8 percent of the overall index. In the July 1981 Index, home ownership rose 2.1 percent and was a major factor in the overall increase of 1.2 percent. However, housing services are consumed over a long time period and treating housing as just another commodity means it receives a tremendously large weight when compared to other consumption expenditures. Further, a house can be resold, often for a profit. Thus, the higher housing costs for more than 90 percent of the population who do not buy houses in any one year more accurately show a decline in the cost of living instead of an increase.

   The reason this criticism has become important is the automatic adjustment of income taxes that Congress passed in Summer 1981. The adjustment will offset inflation every year beginning in 1985. The CPI already has a big impact on the nation's economy. CPI is used as the basis for increasing payments in Social Security and federal retirement as well as other government programs such as food stamps. Thus, the CPI becomes a cost factor. For every percentage point increase in the index, the federal government outlays now rise from $2 billion to $3 billion. Also the pay of about nine million workers, mostly those covered by union contracts, is scaled upward based on the CPI increases. Thus, the accuracy of the index becomes even more important as the U.S. tries to reduce budget deficits.

Title: CANDYLAND: FISCAL AND MONETARY POLICY

Introduction: Discussions of government economic policy and comments about adding to or withdrawing from the total amount of money in circulation can lead to the confusing mental image of dollars being dumped on the floor of the teller's cage when the teller surreptitiously slip extra bills to favored customers. However, if students understand how commercial lending banks create money, it can help them to understand the process and affect of the government's use of the fiscal and monetary reins on the money supply.

Objectives:

To experience how a tightened money supply affects prices and the consumer's willingness to purchase
To observe how a tax increase affects prices
To experience the effect of lowered interest rates
To understand the economic impact of an increase in the federal reserve requirement for banks

Grade Level: 7-12

Time: Two to three hours

Materials: Handout #11, "Producer Role Description"
Handout #12, "Producer's Record"
Handout #13, "Banker Role Description"
Handout #14, "Banker's Record"
Handout #15, "State of the Economy Chart"
Handout #16, "Candy Bar Coupons"
Handout #17, "Play Money"
Handout #18, "Change Receipts"
Calculators

Procedure:

Step 1: Assign two students to record information on Handout #15. Divide the rest of the students into three groups as follows: two or three bankers; four or five candy producers; consumers and workers (remainder of the class). Distribute their respective role descriptions and records (Handouts #11 - 14). Give Handout #17 to the bankers and Handout #18 to the producers. (The teacher will distribute Handout #16 to students.)

Step 2: The teacher reads the following. "You are all citizens of the nation known as Candyland, a country whose only product is candy bars. That is convenient because candy bars are the only type of food Candylanders will eat. Each month, the Candylanders are paid and then they enter the marketplace to bid for the candy bars they will feed their families during the upcoming month.

There are other things you should know about the Candyland economy. First, there is a bank that will make loans, which must be repaid with the next month's salary. Second, the government has the power to intervene in the economy by setting tax and interest rates and by awarding production contracts.

You will play several rounds, or ten minute "months" as a Candylander. As consumers, you are trying to get the best deal you can on that one candy bar coupon necessary for your family's survival. (Candylanders have very small appetites.) If you are shrewd, you may get two or three candy bar coupons; then your family could live comfortably.

If you are a candy coupon producer, you want your workers to be satisfied. So, you try to sell at a fair price. But, you also know that you must make a profit to expand production, increase supply, and lower costs.

Your final instruction is that I (the teacher) may stop the game at the end of any round."

Step 3: Begin the first round with the teacher paying each worker $5 and distributing enough candy bar coupons among the producers so each consumer can buy one. Inform the workers the bank will loan money at 25 percent interest and has $20 to loan. Instruct the producers to begin auctioning and keep a record of sales so they can figure the average price of the candy coupons. The selling period will last five minutes. Workers who don't get a candy bar coupon after two rounds are dead. (This should provide incentive to borrow money.) Have producers record the average selling price, the total supply, and the total amount of money available in the economy of spending.

Step 4: Begin round two with the teacher paying each worker only $4. Make the supply each producer has the same as for round one. Require repayment of all outstanding loans before the selling period commences. Teacher announces that the reason paychecks are smaller is the government increased taxes to finance research into new food sources. Have students conduct sales as before and record the same statistics.

Step 5: Begin round three with the teacher paying workers $5. Announce that the government has cut interest rates on loans to 1 percent, meaning that workers can borrow $5 and only have to repay $5.05. Do not increase or decrease supply. Again, have students conduct the selling period and record the appropriate statistics.

Step 6: Begin round four with the teacher paying workers $5. Announce that although the interest rate will stay at 1 percent, the government has decided the bank must keep 50 percent of its assets on reserve. That means the bank may lend only $10 this round. All other conditions remain the same. Have students sell and record results.

Step 7: Begin round five by returning to the loan and supply conditions of round one. Announce a government contract to buy candy bar coupons for foreign aid. Since more labor will be demanded, pay increases to $7.

Step 8: Begin round six with the teacher announcing that the government contract from the last round has allowed suppliers to increase production; there is more demand for workers, so pay increases to $8 and supply increases one and one-half times. Distribute the additional pay and the supply. Have students sell and record. NOTE: The game may continue as long as seems necessary. The opposite condition to each round listed above may be shown, i.e., tax cuts as well as tax increases. Conditions may be combined i.e., tax cut plus lower interest rate plus government spending.

Debriefing:

1. What is the general effect of increasing money within the economy? Its effect on prices? On supply? On consumer willingness to spend? On the willingness to lend or borrow money? Ask producers what they would do as the selling price of their candy increased.

2. What ways can the government increase the amount of money in circulation? (At this point, supply the appropriate economic terms: reserve requirement, prime rate, deficit spending, etc.) How can these government activities be categorized?

   a. Those having to do with banks:
      - reserve requirement
      - prime rate

      → Monetary Policy

   b. Those having to do with direct government income and spending:
      - taxes
      - spending and contracts

      → Fiscal Policy

3. What ways can the government decrease the amount of money in circulation?

4. What is the general effect of decreasing money within the economy? Its effect on prices? On supply, etc.?

Kathy Ratte

Title: BUREAUCRACY ENCOUNTER

Introduction: In this activity students learn how and where to file consumer questions and complaints. To cope successfully with government bureaucracy, they must learn how to identify the agency or branch of government to which they want to complain; then they must find that agency's listing in the telephone directory. But finding the right number is only the first step in asking a question or filing a complaint. A consumer needs perseverance to keep at the task.

Objectives:

To learn how to use government listings in the telephone book
To build confidence about calling government agencies for information
To improve organizational skills in tackling a problem

Grade Level: 7-12

Time: Two hours in class, time in between for outside work

Materials: Handout #19, "Telephone Directory Exercise"
Small notebooks
Telephone directories

Procedure:

Step 1. Explain how various levels of government (U.S., state, county, city) differ in the services they provide and the duties they perform.

Step 2. Give a few examples from governmental listings in the telephone book.

Step 3. Distribute Handout #19. Allow students time to complete the form.

Step 4. Make a list of possible consumer complaints and questions. Ask students to add to the list. Following are some examples.

a. How do you get food stamps?
b. How do you get forms and information?
c. What is necessary to obtain special vehicle licenses such as for motorcycles and trucks?
d. What do you do if your landlord withholds your security deposit after you move?

e. Your new car's brakes went out but the auto dealer refuses to fix it under warranty. what do you do?
f. You think you weren't promoted at work because of your age, now what?
g. You must get shots to attend school. but your parents refuse to pay for them, school attendance is compulsory, who do you go to?

Step 5. Have each student choose one of the above to investigate. The student should keep journals, in which to record telephone numbers, calls made, names of persons with whom they talked, questions, information received, referrals, and such. Explain that a good job may include the embarrassment of having to call the same person several times. Students are expected to stick to the task even when they feel frustrated.

Step 6. Announce a deadline for when journals must be turned in.

Debriefing:

1. Tell each student to complete the following sentences in regard to their experiences.

   a. I was frustrated when...
   b. I learned that...
   c. I was bothered that...
   d. I wonder if...
   e. I was surprised that...

2. Have students meet in small groups to discuss their statements and information-gathering experiences. Have each group summarize its thoughts and experiences for the class.

Title: ADVERTISING: GOOD FOR WHOM?

Introduction: This activity actually is a series of exercises that expose consumers to the question of whether and to what degree advertising needs government regulation. Activities involve evaluation of advertisements, past and present, a questionnaire, a panel discussion, and policy writing.

Objectives:

To increase student awareness of change
To make students more aware of the links that connect consumers, advertisers, and government
To increase student communication skills

Grade Level: 7-12

Time: Four to five hours

Materials: Handout #20, "Advertising Questionnaire"
Mounted advertisements from current magazines
Speakers from an ad agency, a business that uses advertising, a clergyman, a consumer protection agency

Procedure:

Day 1

Step 1. Divide the class into groups of four to six students. Indicate that each group, following a few preliminary activities, will produce a position paper to guide the state legislature in regulation of advertising. The paper will state the legislation necessary for regulation and the reasons for such laws. Students need not draft specific laws, although they may.

Step 2. Distribute Handout #20 and have students complete.

Step 3. Post mounted advertisements around the room. Number them for easy referral.

Step 4. The groups should evaluate the advertisements by asking themselves the following questions.

The ad appeals to what age group?
What methods does the ad use to attract buyers?
What information does the ad give about the product?
How does the ad help the consumer to make a buying decision?
How does the ad help the producer to sell his product?
What values does the ad assume are held by potential buyers?
Does the ad assume as being truthful anything that you think is untrue or that you would not want your children to believe is true?
Is there any evidence of government regulation in the ad?

Step 5. Announce that a panel discussion, "Advertising: Public Assistance or Public Harm?," will be held tomorrow. Select four students to be panel members and a fifth to act as moderator. Tell each group to prepare two questions to ask the panel. The panel members and moderator cannot help form the questions.

Day 2

Step 6. Hold the panel discussion. Because of time constraints, panel members should take turns answering questions. Allow no more than two minutes for each reply. It is the moderator's job to indicate whose turn it is to ask a question and whose turn it is to answer. Tell students to take notes because they will write their position papers tomorrow.

Day 3

Step 7. Tell the class to break up into the same groups to write their position papers concerning whether and how advertising should be regulated.

Day 4

Step 8. Ask one representative from each group to read aloud and explain the groups' position paper. Class discussion should focus on the possible consequences of laws made according to the proposed policies.

Further Activities:

1. Have students investigate how advertisements have changed over various periods in the history of the United States and then write papers discussing their findings as well as discussing what this reveals about our society.

2. Have students debate the possibility that regulation of advertising is the regulation of free speech and, therefore, violates the First Amendment.

3. Using videotape and cassette recorder equipment students could collect examples of advertising that they consider to be socially responsible or harmful. They discuss the relative power of the print and electronic media.

4. Compare the use of advertising in the United States to the use of propaganda in Nazi Germany. There are several books available in high school libraries. A debate could be held on the topic, "Even though there is no intention on the art of advertisers, the cumulative effect of their efforts is to mold the mind of society and therefore advertising needs to be controlled by government."

5. Student groups could videotape--or perform in class--their own advertisements. A local advertising person could be invited to class to comment on the creativity and legality of the ads.

6. Students could present their policies to another social studies, business, or language arts class. Elections could be held to determine the winning policy.

Bob Kinsey

III. THE CONSUMER: PAST, PRESENT, AND FUTURE

This section examines how consumer patterns have changed throughout history. Consumption patterns, inflation, resources, values, and inventions are all investigated for clues about the future. Increased awareness of what the future may hold, coupled with the skills necessary to cope with it, should better prepare the students of today to become the consumers of tomorrow.

Teachers should feel free to use any activity out of sequence that may meet their students' particular needs.

Title: DEPRESSION REVISITED

Introduction: The Great Depression was a historical event in America's near past when certain types of consumer goods were at a premium. In this activity, students brainstorm questions to ask a group of visitors who were young during the Depression. Community resource people who grew up during the depression, are then brought in to discuss their experiences with the class.

Objectives:

To help students better cope with change
To better understand the current consumer situation by acquiring a historial perspective

Grade Level: 7-12

Time: 3 class periods

Materials: Community adults who grew up during the Depression

Procedure:

Day 1

Step 1. Tell students a group of guests who were all young adults during the Depression will be invited to class. Break the class into small groups.

Step 2. Have students brainstorm questions to ask the guests. The questions should focus on what it was like to be a consumer during the Depression.

Step 3. Give them ten minutes to brainstorm, then tell them that each group must narrow its list to ten questions.

Step 4. Ask students if they know any adults who grew up in the Depression and who are willing to speak about their experiences. Assign a specific date for the event. Have students invite the guests. The number of groups into which the class is divided depends on the number of guests. Ideal group size is four to six students. Elderly community people probably will be more than willing to help. This process of having the students involved is an essential part of the activity because it makes them aware of the community as a resource.

Day 2

Step 5. Introduce the guests, then rotate them--one at a time--from small group to small group for five minutes each. This helps to break any existing communication barriers.

Step 6. Hold the panel discussion. Tell student groups to ask the visitors the questions previously brainstormed.

Debriefing:

1. What was it like to live during the Depression?
2. What types of consumer goods were available? Unavailable?
3. How expensive were the goods?
4. Who could afford them?
5. If we had another depression, what types of goods would be in short supply?

Further Activities:

Have students write fictional accounts of what an average day would be like for them if a major depression hit.

Bruce Koranski

Title THE GOOD OL' DAYS

Introduction: Inflation hasn't always been a problem in the U.S. This activity examines and compares current and past inflation.

Objectives:

To help students better understand the implications of change
To increase understanding of current world conditions
To develop critical thinking skills

Grade Level: 7-12

Time: One class period

Materials: Handout #21, "The Good Ol' Days"

Procedure:

Step 1. Divide the class into small groups and give each student a copy of Handout #21, page 1. Instruct the groups to answer the questions on the bottom of the handout. A discussion of what CPI (Consumer Price Index)--in the vertical axis--means may be necessary. (See the activity the Teenage Market Basket of Goods and Services, page 27, for more background on the CPI.)

Step 2. Have several groups share their guesses.

Step 3. Give each student a copy of Handout 21, page 2. Have students answer the questions at the bottom of the handout.

Debriefing:

1. What has happened since the Great Depression?
2. What are the implications?
3. Can anything be done?
4. How will it effect our personal lives?

Further Activities:

Discuss global resource scarcities. What resources are scarce? When will they disappear? What alternatives are available?

Bruce Koranski

Title: FREE TRADE OR PROTECTIVE TARIFFS?

Introduction: The protectionist--free trade discussion is a continuing issue in U.S. foreign policy. It may seem unimportant to consumers carrying out day-to-day transactions in the market place, yet the position our government takes concerning the issue affects not only the price of consumer goods, but also the stability of international trade and world peace. Individuals vote both with ballots and bucks. This activity is designed to help clarify the issue by involving students in America's free trade/protectionist tariff history.

Objectives:

To understand the concept of change through hisotrical perspective
To formulate the process of conflict/cooperation between nations
To grasp the theme of the world as an interdependant system
To make comparisons between divergent groups and their viewpoints

Grade Level: 9-12

Time: two 50 minute class periods.and one hour of homework

Materials: Handout 22, Attitude Survey
Handout 23, Role Sheet
Handout 24, Background Readings and Data
Handout 25, Summary of Arguments

Procedure:

Step 1. Distribute Handout #22. Give students three minutes to complete it. Divide the class into groups of four. Allow each group fifteen minutes at most to discuss the survey and reach a consensus about the questions. This activity can be extended by having each group report their results to the whole class.

Step 2. Distribute Handout #23. Assign each member of each group a specific role. Tell the whole class that the conditions described in the handout existed from 1815 to 1825.

Pose the following questions:

As things stand what is likely to happen? Who will buy from whom?

A law is suggested in the U.S. Congress that a tariff (impost) duty be placed on all cotton cloth of $10 per bolt. Would you favor this tax or not? Why? What advantages would you receive from this tax? What disadvantages? What action would you take?

The New England manufacturers have just become efficient enough to make a profit selling the same cloth at the same price as the British. Who is in favor of maintaining the tariff? Why? Why not?

A war is declared between the U.S. and England. Would the textile tariff remain beneficial during the war?

England goes to war with France. Would this tarriff have been a benefit to the U.S. or not?

Why doesn't England grow its own cotton? Why doesn't the South build its own mills? (At this point the teacher can explain the concept of comparative advantage.)

Step 3. Distribute Handouts #24 and 25. Assign students to read these before the next day's class. Tell students that tomorrow the class will be divided into two teams--pro and con--to debate whether "The United States Should Favor Free Trade Because It is Best for the Consumer."

Further Activities:

Have the class, in its original groups of four, develop and present two U.S. trade policies based on the background readings. (These fictional policies would apply to the past.) The class then will vote on the policies. Policies that are passed unanimously will earn ten points for each of their authors. But any policy that passes, but contradicts another, already accepted policy, will lose fifteen points for each of its authors.

Bob Kinsey

Title: NEW TASTES-NEW JOBS

Introduction: This activity introduces students to the idea that changing lifestyles lead to new demands by consumers for a host of new products. These consumer demands result in new jobs.

Objectives:

To encourage students to think about the future of consumer demands and future occupations

Grade Level: 7-12

Time: One or two hours

Materials: Handout #26, "New Tastes-New Jobs"

Procedure:

Step 1. Distribute Handout #26 and discuss it with students. Explain that the list describes new jobs and products that have been created in the U.S. because of new consumer demands. Have students complete the list.

Step 2. Ask students to brainstorm other products and the corresponding jobs that those products would create in their communities.

Step 3. Have students write and present commercials to sell their new products. Also, have them write a newspaper advertisement for the job this product creates.

Debriefing:

Discuss with the students some of the implications of these new products and occupations. What impact will they have on the educational system, the environment, employment, and our general quality of life.

Steven Lamy

Title: INFLATION AT McDONALD'S

Introduction: The McDonald's "change back on a dollar" ads, which appeared during the 1960s provide a graphic example of inflation, showing the increasing cost of a standard product over a short period of time. In this activity students consider inflation's effect on an industry with which they are familiar--fast food drive-ins.

Objectives:

To better understand a world in change
To view the interdependency of the marketplace and the world
To acquire the skills for making meaningful comparisons of data on a local and global level

Grade Level: 7-12

Time: Two class periods

Materials: Handout #27, "Inflation at McDonald's"
Handout #28, "Inflation Graph Worksheet"

Procedure:

Step 1. Introduce students to the idea of price increases caused by inflation. You might begin by discussing salaries and asking students what they can afford to buy.

Step 2. Using Handout #27, introduce the McDonald's situation. Explain that McDonalds offers a good example for study because its product has remained standard since the company opened. (Although new products have been added to the menu, the original hamburger, fries, and coke are still the same size.

Step 3. Using Handout #28, calculate average inflation rates from the 25 cent ad to the 50 cent ad. (These will, of course, only be approximations.)

Step 4. Plan a lunch or after school excursion to McDonald's. Have students buy a standard meal and record the price.

Step 5. After returning to the classroom, calculate average inflation rates for the time period from the 50 cent ads to the present. (Again, these will be approximations; the more so because McDonald's regulations allow individual restaurants to vary prices.

Step 6. Give each student a copy of Handout #28. Divide the class into groups of four. Each group should discuss the chart and draw five conclusions regarding rates of inflation.

Debriefing:

1. What does inflation mean?
2. What has happened to your dollar?
3. Why do inflation rates vary from year to year?
4. How does inflation affect the U.S. standard of living? (Check to make sure students have a working knowledge of what "standard of living" means. A basic definition would be how much you earn versus how much it costs you to live over a given period of time.

Further Activities:

1. Have the students cut out play paper dollars of relative sizes, to show the real dollar's shrinking purchasing power.

2. Ask students to research (Department of Labor statistics) the minimum wage rates for restaurant help such as McDonald's. Figure average yearly percent pay increase, compare these to the price statistics worked out earlier. Has the wage rate increase kept up with price inflation? What has happened to the buying power of the wage earner in this example? (More advanced students will be able to figure out the actual percent reduction in buying power over the time period.)

Kathy Ratte

Title: WHERE DO THEY COME FROM?

Introduction: Americans are so busy consuming that we seldom stop to reflect on the quantity of "things" we consume, where they come from, and whether they will be replaced in the future. This activity is designed to help students look at their own consumer behavior and its global ramifications, and to consider the question of resource depletion to which consumption inevitably leads.

Objectives:

To understand the necessity of renewing items that are consumed
To perceive the difficulties involved in maintaining present levels of consumption as well as in maintaining the systesm that provide the items they use

Grade Level: 4-12

Time: Three to four hours

Materials: Newsprint
Magic markers

Procedure:

Step 1. Pair the students. Ask them to make a list of all the items that they have consumed in the last twenty-four hours. Be sure they list the not so obvious things such as coke cups, hamburger wrappers, electricity, television sets, etc.

Step 2. Once the lists are fairly complete (probably after ten to fifteen minutes), ask the students to combine with another pair of students and determine twenty-five items both lists have in common. (Vary the number of items to equal the number of students in the class.)

Step 3. From all the lists, make up a master list of the twenty-five most commonly consumed items. Then assign one item to each student and ask him/her to list all the ingredients or components that went into making the item. As the student lists the ingredients, he/she should try to determine the country of origin for each ingredient. You may want to make this a homework or a library assignment.

Step 4. Distribute newsprint. Tell students to write the names of their items at the top of their paper. List all the ingredients in that item, country of its origin, and the systems that were involved in bringing the item from its place of origin to the place where it was consumed. The newsprint format should look something like this.

HAMBURGER

Meat	U.S.A. or Argentina	ranching operation, slaughterhouse, inspection process, transportation, packaging, retail operation
Tomato	Mexico	farming operation, transportation, customs inspection, retail operation
Wrapper	U.S.A.	forestry management, timbering operation, transportation, pulp mill, transportation, retail operation.

Step 5. When all the charts are complete, explain the concepts of renewable and nonrenewable resources to the students, and then ask them to place an "R" or an "N" before each ingredient on their list. Discuss with the students the idea that when anything is consumed, it must be replaced, and that the replacement process is getting more and more difficult for some of the ingredients on their lists.

Step 6. The next day discuss the systems listed on the students' charts in terms of those that are easily altered by fluctuating world conditions. For example, most transporation systems are going to be altered by dramatic increases in petroleum prices. Then ask the students to circle those systems that probably will not be influenced by world-wide events. Stress that they will be asked to justify to the class their reasons for categorizing the systems into dependable and not-so-dependable categories.

Debriefing:

Discuss the ramifications of living in a society that depends on consuming great quantities of items (many of them from overseas) that are produced and transported by systems that often are undependable. Alternatives to such a state of events might be a productive discussion topic.

Title: IZOD SHIRTS AND NIKE'S

Introduction: Whether or not we admit it, most people in our society are aware of what status is and what its symbols are. This activity helps students examine their status-related consumer behavior.

Objectives:

To understand what status is and what its symbols are in different times and countries
To examine one's own status symbols

Grade Level: 4-12

Time: One week

Materials: Magazines
Glue
Construction paper
Crayons
Marking pens

Procedure:

Day 1

Step 1. Break into small groups and have each group skim magazines for ads that appeal to improving the reader's image.

Step 2. Have each group combine its ads to make collages. Display the collages.

Day 2

Step 3. Bring in selected "status symbols" from the past: patched blue jeans, love beads, a picture of a sports car, an alligator purse, and such. Give each group one article and have it suggest possible explanations for why their object was a status symbol.

Step 4. Hold a group discussion and ask the following questions. What are the current status symbols in our society? What status symbols do you see exhibited by your peers at school?

Step 5. Give each group a National Geographic (or suitable alternative) picture of people from a different culture. What might their status symbols be? Why? Do our status symbols resemble theirs? Is it likely that global status symbols may emerge, or have they already?

Debriefing:

1. What elements contribute to making something a status symbol?
2. Are these elements universal?
3. Is it necessary that we have status symbols?

Further Activities:

1. Have each student interview someone in the community from a different ethnic or cultural background and identify his/her status symbols.

2. Look at T-shirts as a microcosm of status symbols. Each student brings his/her favorite T-Shirt to class. Examine the motifs.

Claudia Czajkowski

Title: WILL YOU DRIVE OR WALK NEXT YEAR?

Introduction: Students need to have some personal knowledge of the meaning of inflation before they can comprehend the role of government in attempting to control it. This activity is designed to give students an opportunity to compare how changing gasoline prices affect their buying power and their lifestyle.

Objectives:

To become aware of the concepts of resource depletion and scarcity
To better understand the world as an interdependent system
To acquire insight into trends, change, and current world conditions
To compare lifestyles
To examine behavior in our culture

Grade Level: 7-12

Time: Two class periods

Materials: Handout #29, "Data Sheet"
State road map (possibly free from your state highway department)

Procedure:

Step 1. Give each student a copy of Handout #29. Break into small groups and give each group a state road map.

Step 2. Set the scene: "Imagine your group is going to take a trip this weekend in the years 1965, 1970, 1976, and 1981. You can travel anywhere in the state. You have $10 for gas expenditures and your car gets fifteen m.p.g. Using the following average retail prices of gasoline per gallon, calculate how far you can travel on your $10 in each of the four different years. 1965 - $.31; 1970 - $.35; 1976 - $.62; 1981 - $1.30. Then decide your itinerary. Make a list of highways you will take and cities you will visit.

Debriefing:

1. How does the increased price of gasoline affect your travel plans? Your lifestyle?
2. Are there any signs that our culture is changing?

3. How high will gasoline prices rise? How many of you would pay $2/gallon? $3/gallon?
4. Should the government place a ceiling on prices?
5. Should gas be rationed?
6. How will increased prices affect the world?
7. What alternatives are there to driving?

Further Activities:

1. A U.S. map could be used instead of a state map to give a broader perspective.

2. Students could interview their parents to determine how much money their family spends on gasoline in one year. Do they consider the total to be a lot of money? How could their family economize?

3. Each group could be assigned different cars with disparate m.p.g. ratings, allowing them to travel vastly different mileages.

4. Students could do a survey of values in their community by interviewing ten people and asking the following. Are you willing to pay $2/gallon for gas? $3/gallon?

5. European prices and a European road map could be substituted to encourage comparison of prices, lifestyles, and geography.

Bruce Koranski. Adapted from an activity developed by the Mershon Center, Ohio State University.

Title: 2009 - WHAT WILL MADISON AVENUE AND THE AUTOMAKERS HAVE FOR YOU?

Introduction: By comparing Chevy ads from 1939 to those of today and by creating an ad for the "automobile of 2009," students are challenged to consider a variety of consumer related issues. These include technological innovation, advertising techniques, and consumer values.

Objectives:

To consider the technology, appeal of, and personal values attached to past and present automobiles
To hypothesize about what forms the technology, appeal, and personal values attached to the automobile will take in the future
To focus on changes in patterns of consumption

Grade Level: 7-12

Time: One or two class periods

Materials: Handout #30, "Chevy Camaro"
Handout #31, "It's the Livelist of All Low-Priced Cars"

Procedure:

Step 1. Divide the class into groups of three to five people. Distribute Handouts #30 and 31.

Step 2. Tell students to analyze the old ad for appeal, consumer values of the past, and functional technology.

Step 3. Have them compare that information to what they find in the new or current car ad. What similarities do they see in the two ads? What differences? How can you explain these similarities and differences?

Step 4. Using information gathered in the first two steps, each group should draw an ad for a car of the future (2009). Tell them to display the technology they think will be available, consider what the scarcity of resources will be, and appeal to the values they think people will associate with buying a car in the future.

Debriefing:

Post the ads drawn and ask a spokesperson from each group to explain the reasoning behind their ad. How did each group address the issues of energy, style, horsepower, and environmental concerns?

Further Activities:

1. Supply the class with an ad for a foreign car such as a Toyota, Datsun, or Volkswagon. Are there any differences in appeal? Conduct a survey in class to determine who would buy either a Chevrolet or comparable model Toyota, assuming those are the only two choices. What are the implications for U.S. automakers and for U.S industry in general.

2. Have students go to the library and find Toyota, Datsun, or Volkswagon ads in magazines dating from 1951-1971. Have them compare the content and number of ads they found to ads they find in present day magazines. For consistency, have students use the same magazine for comparisons. For example, have them compare the ads from a 1981 TIME to those from a 1961 TIME and 1971 TIME.

Title: MAKING A SILK PURSE...

Introduction: Are there effective techniques people can use to fight inflation? This activity has students look at inflation rates and see what they can do to fight inflation.

Objectives:

To develop problem solving skills
To personalize seemingly distant solutions to the inflation question
To learn how to cope effectively with change

Grade Level: 7-12

Time: Two class periods

Materials: Handout #32, "Inflation Fighting"

Procedure:

Step 1. Give each student a copy of Handout #32. After they have read it, instruct them to place a check by any of the techniques it mentions that they use on a regular basis to fight inflation.

Step 2. Work out a class average. Is it high or low? Is there room for improvement in fighting inflation in our personal lives?

Step 3. Assign students to keep inflation diaries. Have each student pick one of the ten techniques to observe daily in his/her life. The students should record their observations in the diaries.

Debriefing:

1. What does your diary reveal about yourself?
2. Are you already using some effective inflation fighting techniques?
3. What would it take for you to become even more inflation conscious?
4. Who benefits by your inflation fighting?

Bruce Koranski

IV. THE CONSUMER AND THE WORLD

This section utilizes the consumer skills developed in the first three units to focus on global interdependence. Specific issues it addresses include inflation, resource depletion, and worldwide consumer commonalities. This unit should help personalize the complex problem of how the individual consumers tie into the world trade and other aspects of global consumerism.

Title: TRADE: A GOOD DEAL?

Introduction: In an interdependent world, the exchange of goods and services among nations is necessary and inevitable. Many economists tell us that trade benefits everybody and contributes to a more productive and cooperative world community. This activity illustrates that point while at the same time emphasizing that trade among nations which hold unequal bartering positions may not always work to the advantage of the weaker trading partners. If everyone is to share in the benefits of an interdependent world, national self-interest may have to give way to a more cooperative global spirit.

Objectives:

To demonstrate that what we consume often depends on complex exchanges in the world system
To illustrate the potential gains and losses from trade that face nations with strong economies and those which confront weaker economies
To emphasize the benefits--to all participants--of moving from a spirit of global competition to one of fairness and cooperation

Grade Level: 7-12

Time: One hour

Materials: Paper--one each of blue, red, white, yellow, and green for each student

Procedure:

Step 1. Shuffle the five color stack of paper as if it were a deck of cards. Deal each student five pieces. Explain that their goal is to obtain one sheet of every color by trading with each other. (All the colors are of equal value, but to win the game, a student needs all five colors.) Allow ten minutes for trading.

Step 2. Collect the paper, then divide the class into "Group A" and "Group B." Distribute the color key handout. Give group A five sheets of paper--two blue, two red, and one green. Group B receives four sheets of white paper. Write the following color key chart on the chalkboard.

Blue = an essential food
Red = an essential food
Green = an essential food
Yellow = a nonessential food
White = an essential fuel

Step 3. Explain that Group A has more blue, red, and green than it needs, but that it lacks white (fuel). It needs one blue, one green, and as many white sheets as it can get. Group B needs only one white sheet, but must acquire one or more of each of the other colors (essential foods). Allow fifteen minutes for trading.

Step 4. Collect the paper, then divide the class into three groups--A, B, and C. Groups A and B possess the same resources they had at the beginning of the second game. Group C has only two yellow sheets (nonessential food). The needs of groups A and B are the same as they were in game two. Group C needs all the essential foods and fuel. Allow trading to begin. Interrupt it after a few minutes to say that Group C will die in five minutes if it doesn't receive more essential resources. Explain that if groups A and B still are unwilling to help out C, three minutes after trade resumes, that C may disrupt the game (a revolution).

Debriefing:

1. Ask students what would be the best outcome in each situation. How do these outcomes compare to what really happened when students acted out the situations? What are their criteria for judging what is a good outcome?

2. Have students identify examples of real world trade situations similar to those in the games. Examples: Step 1, Canada trades energy for U.S. cars; Step 2, U.S. trades technology and manufactured goods for Saudi Arabian oil; Step 3, Costa Rica attempts to trade cocoa and coffee to the U.S. and Saudi Arabia, for technology and oil, respectively.

3. What does Group C need to participate? How can it get what it needs?

4. Ask how the other groups responded to: (a) Group C's poverty (b) Group C's threat of violence. Do those factors and those responses correspond to real situations? Discuss the two motivations for aid to C, genuine benevolence or fear of C's threat to the political and economic status quo. What were Group A's and Group B's responses. How did they differ?

5. What other factors (beside food and fuel) could the colors represent? Discuss how such changes would alter the games.

Robert Andersen

Title: LABOR-INTENSIVE SYSTEMS AND CAPITAL-INTENSIVE SYSTEMS

Introduction: Most economic systems in today's world fall into two broad categories, labor-intensive and capital-intensive. The distinction between the, two, however. is lost to most Americans. This activity attempts to develop both concepts while providing an opportunity for the students to explore and clarify their values with respect to both concepts. It also helps students to recognize which nations are labor-intensive and which are capital-intensive.

Objectives:

To become familiar with the concepts of labor-intensive and capital-intensive economic systems
To discuss the advantages and disadvantages of both systems
To view the advantages and disadvantages of both systems from the perspective of different nations

Grade Level: 10-12

Time: Three to five hours

Materials: Handout #33, "Labor-Intensive Systems and Capital Intensive Systems"
Handout #34, "Labor-Intensive Systems"
Newsprint
Magic markers

Procedure:

Step 1. Distribute Handout #33 and allow students time to read it. Then have a couple of students define labor-intensive and capital-intensive systems. Insist they use different examples than are on the handout.

Step 2. As soon as the class understands both concepts, distribute Handout #34. After students have completed it, discuss the nations the students have checked. There is no need to be precise about whether each nation is predominately labor or capital-intensive. The purpose of the handout is to allow students to apply the concepts to present day nations and to develop further criteria to distinguish between the two concepts.

Step 3. Ask students to form groups of three to five people. Give each group a magic marker and some newsprint. Ask half of the groups to list the advantages and disadvantages of a labor-intensive system, and ask the remainder to do the same for capital-intensive economic systems. Allow ten to fifteen minutes for each group to finish its list. Then ask each group to report to the rest of the class. Post the lists, compare, and contrast them.

Step 4. Assign each group to represent one of the following countries: U.S.A., China, Japan, Mexico, Kenya, Saudi Arabia, India, West Germany, and Brazil. Students should be allowed class time to go to the school library to research their countries rates of birth and unemployment, major imports and exports, major means of employment, and plans for future economic development. Encyclopedias and United Nations area handbooks are good sources of such information.

When the groups have completed their research, ask them to calculate the effects of the following hypothetical events on their countries economic systems. Here are the events: (a) the price of crude oil doubles to $60 a barrel: (b) industrial worker absenteeism reaches 40 percent; (c) steel prices jump 75 percent; (d) unemployment reaches 15 percent; and (e) vast coal reserves are discovered in the country.

As you write each event on the chalkboard, allow three to five minutes for each group to discuss it and reach consensus on how its nation would be affected. Then have each group share its findings.

Debriefing:

1. What resources are needed to support a capital-intensive economic system?
2. What resources are needed to support a labor-intensive economic system?
3 Given what we know about present trends concerning the availability of critical resources, which of the two systems will be most affected?

Further Activities:

Students could write scenarios in which their countries are transformed from labor to capital-intensive economies or vice versa. The social and economic changes brought about by such transformations could be discussed.

Title: THE IMPORTANCE OF IMPORTS

Introduction: Every nation must concern itself with whether--and how much--to import to satisfy its needs and the tastes of its consumers. In some situations a country may benefit by the importation of goods that cannot be produced domestically or which are better quality when made abroad. In other cases, importation of certain goods may be detrimental to national interests or to the interest of certain groups within the nation. Students are probably aware of some of the political and economic issues raised, for example, by the importation of foreign oil into the United States. Trade barriers serve a variety of political and economic reasons. This activity uses cars and TV sets to illustrate the dilemma of "free" trade as viewed by a more developed country (the United States) and by a less developed country (Venezuela).

Objectives:

To demonstrate how controversial issues in the national and world communities affect the quality and quantity of goods available to the consumer
To demonstrate the benefits and disadvantages of imports and import restrictions for both richer and poorer nations
To introduce the concept and problem of development in the context of global economics

Grade Level: 7-12

Time: One hour

Materials: Handout #35, "Economic Advisors"

Procedure:

Step 1. Distribute Handout #35.

Step 2. Have students discuss the situations. What are the options in each case? What are the arguments for and against each option? Emphasize: (a) the conflict in the U.S. between the need to protect domestic jobs and the need for fuel efficient cars; (b) the conflict in Venezuela between the growing demand for luxury items and the need to use Venezuela's wealth in Venezuela; (c) the conflict between the freedom of the individual to satisfy his/her own needs and desires and the need for overall planning and coordination for the common good; and (d) the possibility of importing a good but of imposing a

tax (tariff) on it. Ask what the potential advantages and disadvantages of tariffs may be. A tariff will generate money for the government, but it makes the good more expensive and therefore more out of reach for the average buyer. Tariffs can be used to protect and support parts of the domestic economy, but they may adversely affect other aspects of the economy and restrict individual choice.

Who are the foreign and domestic advocates of each option in each case? How many advocates support each option? How much influence does each one have?

What is a developing country and why are its problems different from a developed country? Are there similarities between the dilemmas it faces and those faced by developed countries? Do developing countries have different needs--and should they make different economic decisions--than developed countries?

Robert Andersen

Title: INFLATION - WORLD PROBLEM?

Introduction: Inflation is a problem that has plagued some countries for decades. However, it is a relatively new phenomenon in the U.S. Are there similar inflation problems in other countries or areas of the world?

Objectives:

To better understand change
To develop critical thinking skills
To increase map identification

Grade Level: 7-12

Time: One class period

Materials: Handout #36, "Inflation - World Problem"
Handout #37, "World Map"

Procedures:

Step 1. Divide the class into groups of four. Give each student a copy of Handout #36. Complete the handout.

Step 2. Give each student Handout #37. Locate on the map each identified high inflation country identified in Step 1. Beneath each country's name, indicate the decade(s) in which it experienced its highest inflation.

Debriefing:

1. What trends are evident?
2. Are the most inflationary countries those from the first, second, third, or fourth world?
3. Where does the U.S. fit in? How do you think the U.S. inflation rate will compare with those of other countries by the year 2000?

Further Activities

1. What would it be like to live in a country like Argentina where consumer prices increase 140 percent annually? Have students write a creative composition on the statement.

2. Investigate individual countries to determine the specifics of why their increases are so high.

3. Reverse the above procedure and identify the countries that have the smallest increases.

Bruce Koranski

Title: THE FAMILY JEWELS

Introduction: "What we want is what we need" is a frequent characterization of American comsumptive patterns. In this activity students look at the buying habits of their family, a neighboring family, and at photographs of home interiors in other cultures. They compare their needs and wants to those of people in other cultures.

Objectives:

To identify how status affects consumer behavior
To value the diversity of oter cultures
To better understand current world conditions
To make comparisions of wants/needs that lead to greater cross cultural understanding
To learn why people purchase what they do

Grade Level: 7-12

Time: Two hours

Materials: A set of five pictures showing household interiors of divergent cultures

Procedures:

Day 1

Step 1. Have each student identify what he/she considers to be the five most important possessions of his/her family.

Step 2. Have students compare their lists in small groups.

Step 3. Do lists agree in any respects? What are the similarities? The differences? Do the students think a list from another part of the U.S.A. might be vastly different? Can any generalizations be drawn about U.S. consumption patterns?

Step 4. For homework, have students visit a friend's or neighbor's home. Instruct them to stand in the center of the livingroom and categorize the first twenty objects they see.

Day 2

Step 5. In small groups have students compare lists. Ask them to arrive at some consensus of what a need is verses a want.

Step 6. Show students five pictures of home interiors from other cultures. Have them list each households wants and needs. (A list of photo suggestions is at the end of this activity.)

Debriefing:

1. Why are the wants and needs of people from foreign cultures different from our own?
2. What determines a persons wants and needs?
3. Are U.S. wants/needs more valid than those of other cultures?
4. Why are U.S. citizens able to consume more than the families in the pictures?
5. If we consume more does that automatically mean there is less for someone else in the world?

Further Activities:

1. Have students interview someone from a different culture regarding the wants and needs of consumers in his/her home country. Have their consumption patterns changed since they came to the U.S.?

2. Create a scenario in which students move to a specific country to establish a household. What do they know (possible research topics) about climate, living conditions, availability of consumer goods? What personal possessions will they take with them?

Photo Suggestions:

The following photos are all from National Geographic Magazine:

1. Greenland, pg. 377, September 1975
2. South Korea, Pg. 412, September 1975
3. Ethiopia, pg. 532, October 1978
4. Mexico, pgs. 642-643 and 655, May 1978
5. Italy, pg 645, November 1974
6. Scotland, pg 715, November 1974
7. Sri Lanka, pg. 134, January, 1979

Claudia Czajkowski

Title: TOWARD INTERNATIONAL COOPERATION

Introduction: Although every country has consumer needs and weaknesses, it also has resources, whether they be natural, educational, or experiential. There is a need to identify some of these resources, and to coordinate methods of sharing them.

Objectives:

To develop data analysis skills
To explore consumer interdependency
To encourage international cooperation

Grade Level: 9-12

Time: Two hours

Materials: Handout #38, "India Data"

Procedure:

Step 1. Distribute Handout #38. Discuss and draw implications from the statistics.

Step 2. Identify India's strengths and needs. Categorize them as being political, consumer, or energy needs.

Step 3. Assign each student another country to represent. For the duration of the hour, and/or for homework have students research their countries. They should look for strengths and weaknesses similar to those discussed in Step 2.

Step 4. Have each student deliver a one-minute oral presentation defining what his/her country can contribute in resources or education to help solve the problems identified in Step 2.

Ruth Glass

ACTIVITY CARDS

25 Activity Cards

Prepared by the Center for Teaching International Relations
Bruce Koranski and Barry Simmons

This set of consumer activity cards encourages independent student work outside the classroom. The cards may be used in conjunction with the Consumer and the Global Marketplace (developed by CTIR as part of a grant from the U.S. Department of Education) or independently to enrich an existing consumer education curriculum.

Students may choose a single card to work on or the teacher may assign a card that is relevant to the specific course topic. The teacher may want to assign one card to the entire class or the cards could simply be left in a file box for individual study during the course of study.

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TRY THIS Choose someone about whom you have studied in history class. Make a list of the consumer items used in everyday existence. From where did he/she acquire these items?

MORE Walk through a shopping mall or department store. Categorize specific items you see. Where are they produced; how many are from other countries?

How does the above list compare with the list for your historical figure?

Could we exist without goods from other countries? If so, how would it affect our quality of life?

The Consumer and the Global Marketplace

c 1981 CTIR
University of Denver

TRY THIS Americans have always assumed that individual automobile ownership is our right, a part of the national dream. Is this phenomenon an international one? Show data that supports your claim.

The Consumer and the Global Marketplace

c 1981 CTIR
University of Denver

TRY THIS Design a collage that expresses how you view yourself as a consumer.

MORE Look at others. Write an essay about why we are not all alike as consumers.

The Consumer and the Global Marketplace

c 1931 CTIR
University of Denver

TRY THIS Compare how much it would cost to repair a water pump on a VW Rabbit, a Toyota Corolla and a Chevrolet Vega (all are 1977 models). What do you think explains the differences in prices?

MORE You took your car in for repair and the bill was $100 over the original estimate. What can you do?

A part replaced on your car failed after just one week. What recourse do you have?

The Consumer and the Global Marketplace

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University of Denver

TRY THIS List five consumer items you own which you consider to be necessities. Now list five more items that you want but do not need. What is the difference between a want and a need?

MORE Ask three other people--one classmate, a parent, and an unrelated adult--to do the above exercise. Compare their answers with your own. Why do peoples' perceptions of needs differ?

The Consumer and the Global Marketplace

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TRY THIS How do natural disasters affect consumers? Brainstorm the types of disasters possible in your community. Write a short story about what it would be like in the aftermath of one such disaster. What goods or services would be scarce or nonexistent? Could substitutes be found?

MORE Read news articles about a specific disaster. How were the local inhabitants affected? Did they receive outside help? If so, from whom?

Identify agencies who give help to disaster-stricken areas. Report on one of their current or recent efforts.

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TRY THIS Mobile homes are the fastest growing sector of the housing market. List the advantages and disadvantages of owning a mobile home.

MORE Quality control in the manufacturing of mobile homes has not accompanied the growth of the mobile home industry. Do research to prove or disprove the preceeding statement.

Interview someone who lives in a mobile home. Ask him/her what the advantages and disadvantages of mobile home ownership are. Why did they choose it? Interview someone who owns a house. Compare and contrast the two interviews.

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TRY THIS Make a timeline for your life (including the future). Mark it off in five-year intervals. At each interval identify three consumer items that were foremost in your life at that time.

MORE Compare your timeline with that of a friend. Do you show similar trends?

Ask an adult to draw a timeline. What are the differences between his/her timeline and your own?

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University of Denver

TRY THIS Advertisements and articles concerning body image and dieting barrage American Consumers. What pressures does this barrage exert on the consumer?

MORE Can you identify what values Americans hold about how their bodies should look? Show evidence.

Look at a National Geographic and examine pictures of individuals from another culture. Compare those with pictures of U.S. citizens. Is it possible to generalize about cultural body images?

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c 1981 CTIR
University of Denver

TRY THIS What weight loss programs are available in your town? Compare costs and services. Describe the programs. Which one seems to you to be most effective?

MORE Monitor your caloric intake for a week. How does you own daily average compare with that of an individual in India. Zaire, Guatemala, and Great Britian?

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TRY THIS Find examples of co-op stores in your community. How do they work? What products or services do they sell?

MORE Call one and talk with someone who works there. Would you consider joining? Why? Why not?

Go to one. Compare prices of its products or services with those of a comparable retail store.

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TRY THIS Research the ways in which wind has been used as a source of energy throughout history.

MORE What are some current uses of wind energy?

How have other countries used wind?

What are possible future uses for wind energy? Draw an example.

The Consumer and the Global Marketplace

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TRY THIS Find three institutions that house elderly people in your community. Compare prices and services.

MORE Visit them. Which one do you prefer? Why?

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TRY THIS For several years in the U.S. an emphasis has been placed on "natural ingredients in foods." What is your definition of natural ingredients?

MORE Compare the label on a name brand to the label on a "natural brand." What are the similarities and differences?

Interview someone from another country. What is their reaction to the concept of natural ingredients? Are other cultures as concerned with this issue as we are? Why or why not?

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University of Denver

TRY THIS We often are called a throw-away society. Are we? When you purchase something, how long do you think it should last? This evening when you go home, make two lists: (1) those items in your house that will last five years or more; and (2) those items which will last five years or less. What are the general characteristics of each list?

MORE Do you think that we will become more or less throw-away oriented in the future? Give five reasons to support your hypothesis.

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TRY THIS Give three examples of products for which the axiom "bigger is better" no longer holds true.

MORE What allowed the above changes to take place?

What are some of the effects of a particular product becoming smaller?

The Consumer and the Global Marketplace

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University of Denver

TRY THIS In order, list your five most important reasons for saving money. Ask your parent(s) to write such a list. Compare your answers. Try to explain the similarities and differences.

MORE Is everyone able to save money? Name some who cannot and list their reasons.

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TRY THIS Sit in front of a globe that has geopolitical features. Spin it, then stop it at random with your finger. Hypothesize the five greatest needs that consumers have in that location. Research th country to learn if you are correct.

MORE Have those needs changed in the past generation? How do you think they will change in the next generation?

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TRY THIS For many years products that were labeled "made in Japan" were considered to be inferior to American made goods. Is this feeling still prevalent? Do you think Japanese products are inferior? Name five Japanese products you think are superior to U.S. goods.

MORE Interview five people. From which of the following countries would they most likely buy a camera: West Germany, Brazil Taiwan, Mexico, or Japan. Ask them why.

Why do certain countries products acquire a good or bad reputation? What causes that reputation to change?

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TRY THIS List ten ways in which people in various countries light their homes.

MORE Write a narrative that describes what a day in your life would be like without light bulbs.

Interview someone who at one time lived without electricity.

Compare a large manufacturer's suggested retail price for a standard household light bulb to that of a small company's. Account for the difference in prices.

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University of Denver

TRY THIS List the new immigrant groups in your community. They most likely are unfamiliar with the consumer skills necessary to participate effectively in our economic system. Which skills do you think they probably lack? How could you determine for certain which skills they need to obtain or sharpen? What could you or your class do to help them gain the needed skills?

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TRY THIS Who gets hurt the least during an inflationary period:

a. A homeowner with a long term mortgage?
b. A person who borrows $10,000 at the current rate of interest?
c. A person who has invested in U.S. Savings Bonds?

MORE Compare the inflation rate in your area with that of the nation. What might cause the differences?

c 1981 CTIR
University of Denver

TRY THIS List fifteen things that are collector's items. Why do some items increase in value while others end up in the trash?

MORE What about the future? Identify five products that you think will become collector's items.

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TRY THIS . Name a product that is cheaper now than it was ten years ago. Why has it decreased in price?

MORE What are the factors involved in price changes?

List some probable factors that might cause automobile prices to decline in the next ten years.

The Consumer and the Global Marketplace

c 1981 CTIR
University of Denver

TRY THIS List all forms of public transportation in your community. Which do you use most frequently? What are its advantages? Disadvantages?

MORE What forms of transportation were available in your community fifty years ago? Are there some countries that still use those kinds of transportation?

Nowadays, what public transportation would provide the cheapest ten mile ride?

Which would most efficiently carry eight people?

What besides cost determines your choice of public transportation?

The Consumer and the Global Marketplace

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HANDOUTS

QUESTIONNAIRE

1. You have been offered a choice of several graduation presents. Which would you choose?

   a. a $10,000 sports car

   b. $10,000 toward college education

   c. a $10,000 down payment on a house that you may rent out if you do not wish to live in it

   d. $7500 cash, if this is your choice. what would you do with it?

_____ _____

_____ _____

2. As a birthday gift, you are offered one of the following. Which would you choose?

   a. a $100 gift certificate to be spent at a book store

   b. a $100 gift certificate to be spent at a clothing store

   c. a $100 gift certificate to be spent on recreational equipment

   d. a $100 gift certificate to be spent at a music or photo store

3. How have you spent your last four Sundays (or Saturdays, if your religion meets on Saturday)? Circle all that apply.

   Sunday #1: church; recreation; study; sleep; loaf; with friends; other

   Sunday #2: church; recreation; study; sleep; loaf; with friends; other

   Sunday #3: church; recreation; study; sleep; loaf; with friends; other

   Sunday #4: church; recreation; study; sleep; loaf; with friends; other

4. To what charitable causes have you given money, material goods, or time in the last three months?

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What have you given specifically?_____

_____

5. List the amount of money you have spent or that has been spent for you on the following items in the past sixty days.

   a. Clothes_____ d. Entertainment_____

   b. Sporting Goods_____ e. Music or Photographic

   c. Recreation_____ Equipment_____

6. Who do you admire most in the:

   a. scientific world_____

   b. religious world_____

   c. entertainment world_____

   d. political world_____

   e. medical world_____

   List other areas to be decided on by the class.

_____

_____

7. What do you want to do after high school?

   a. college

   b. military

   c. marriage

   d. travel

   e. loaf

   f. get a job

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8. What profession (if any) would you like to enter (highest to lowest)?

   a. _____

   b. _____

   c. _____

9. Assume you have a friend who is a nice person, but who comes from a family with limited income. You have been friends for about three years and have done many things together. Another person lets it be known that he/she would like to have you for a friend. This person comes from a family with a lot of money and is extremely popular. To be his/her friend would put you with the "IN" group. You would gain many new friends who have cars, boats, skis, mountain or seashore condos. There is only one problem. Your prospective friend lets you know that your old friend would not be acceptable to the group. You face a tough decision. Think about it carefully. What are the chances you would go with the new friend? Circle your choice.

   Absolutely Probably Probably Not Certainly Not

10. Many students in this school think it is important to dress in a certain fashion to be acceptable. Do you attempt to follow this pattern? (Circle One)

    Yes No

11. Which is more dishonest?

    a. a white lie

    b. silence

12. Which is more dishonest?

    a. letting a friend copy your homework

    b. cheating on a test

13. Which is more dishonest?

    a. shop lifting

    b. taking a book from the library without checking it out

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Types of Consumer Decisions

Handout #2

One way in which consumer decisions differ is in the care and thought a person used in making them. When decisions are grouped by this characteristic, there are three different types:

A. RATIONAL CONSUMER DECISIONS are choices made consciously after looking at a problem and examining its alternatives and probable outcomes.

B. SPUR-OF-THE-MOMENT CONSUMER DECISIONS are spontaneous choices that may be the result of emotional reaction rather than rational thought. Such decisions may add zest to life or may bring dissatisfaction

C. HABITUAL CONSUMER DECISIONS do not involve choice except when something new in the situation requires that the habit be evaluated and new decisions be made.

1. Which type of consumer decision do you use most frequently?

2. What is the average expense in each category?

3. Are most of the things you buy from the U.S. or foreign countries.

4. What other kinds of patterns can you see using the answers you have given?

5. What part did your income, cultural background, ethnic heritage, experiences, age, and other such influences affect your decision making.

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PURCHASE DIARY

Handout #3

Day	Item Purchased	Cost	Type of Decision	U.S. or Foreign Product

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SCALES

Handout #4

OPTION _____

Safety _____ Freedom of Choice

Environment _____ Cost of Lunch

Nutrition _____ Taste

Cost in Time _____ Cost in $

Cost in Time _____ Cost in Energy

Local Community Control _____ Outside of Community Control

Dependability _____ Student Control

Variety of Choice _____ Cost in Time

The option ranked high in:

The option ranked low in:

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Handout #5

1. Have you or has someone in your family ever made a purchase that should have been returned, but wasn't? Why?

2. What difficulties have you encountered in returning purchases?

3. What should one be able to return? What should one not be able to return?

4. What steps should one take when a clerk refuses to accept a returned item?

5. What consumer skills will make the return of goods necessary less often?

6. Have your parents ever had to return an item for you because a clerk wouldn't take it from you?

7. What do you fear about returning a purchase?

8. List as many items as you can that you have purchased and were displeased with. What countries were these items made in?

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PARTS FOR ROLE PLAY

Handout #6

Timid Returner

You hate to return anything. You just bought an item that broke after you used it one time. You would like to forget it, but know you should return it to the store. You pluck up your courage and return the item.

Aggressive Clerk

Your boss told you that when anyone comes into the store to return a good you should do everything possible to discourage them from returning the item. Make as many obstacles as possible to their returning the goods. (For example, ask the customer; "do you have your sales slip?" or "what do you mean it doesn't work?")

Cooperative Clerk

Your boss said that when someone returns an item you are to be as helpful as possible, but not to be taken advantage of by the consumer.

Assertive Returner

When returning an item you state what its problem is as clearly and nonjudgementally as possible. You repeat your desire for satisfaction until it is met, or until you are allowed to speak to someone who can handle your problem positively and effectively.

Aggressive Returner

You purchased an item that has broken. It has caused you distress and trouble. You are angry. You approach the clerk ready to do battle.

---

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OBSERVATION SHEET

Handout #7

Instructions: Record not only what you see the participants do, but also any feelings you may experience watching them.

Timid Returner

Aggressive Clerk

Cooperative Clerk

Assertive Returner

Aggressive Returner

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Directory of Federal Consumer Offices

directory of federal consumer offices

A supplement to Consumer News

ADVERTISING

Director, Bureau of Consumer Protection, Federal Trade Commission, Washington, DC 20580; phone 202-523-3727.

AIR TRAVEL/ROUTES AND SERVICE

Director, Office of Consumer Protection, Civil Aeronautics Board, Washington, DC 20423; phone 202-673-5937.

AIR TRAVEL/SAFETY

For general information contact the Community and Consumer Liaison Division, Federal Aviation Administration, APA-430, Washington, DC 20591; phone 202-426-8058. For specific safety problems contact the above office marking correspondence APA-100; phone 202-426-1960.

ALCOHOL

Chief, Trade and Consumer Affairs Division, Bureau of Alcohol, Tobacco, and Firearms, Department of the Treasury, Washington, DC 20226; phone 202-566-7581.

ALCOHOLISM, DRUG ABUSE AND MENTAL ILLNESS

Office of Public Affairs, Alcohol, Drug Abuse and Mental Health Service, 5600 Fishers Lane, Rockville, MD 20857; phone 301-443-3783.

ANTITRUST

Bureau of Competition, Federal Trade Commission, Washington, DC 20580; phone 202-523-3601.

Consumer Affairs Section, Antitrust Division, Justice Department, Washington, DC 20530; phone 202-739-4173.

AUTO SAFETY AND HIGHWAYS

Director, Office of Public and Consumer Affairs, Transportation Department, Washington, DC 20590; phone 202-426-4518.

National Highway Traffic Safety Administration; toll-free hotline **800-424-9393**. In Washington, DC call 426-0123.

Associate Administrator for Planning, Federal Highway Administration, Washington, DC 20590; phone 202-426-0585.

BANKS

Federal Credit Unions

National Credit Union Administration, Washington, DC 20456; phone 202-254-8760.

Federally Insured Savings and Loans

Consumer Division, Office of Community Investment, Federal Home Loan Bank Board, Washington, DC 20552; phone 202-377-6237.

Federal Reserve Banks

Office of Saver and Consumer Affairs, Federal Reserve System, Washington, DC 20551; phone 202-452-3000.

Consumer News ceased publication June 15, 1979. Single copies of this directory are available free from the Consumer Information Center, Pueblo, Colorado 81009.

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National Banks

Consumer Affairs, Office of the Comptroller of the Currency, Washington, DC 20219; phone 202-447-1600.

State Chartered Banks

Office of Bank Customer Affairs, Federal Deposit Insurance Corporation, Washington, DC 20429; phone 202-389-4427.

BOATING

Chief, Information and Administrative Staff, US Coast Guard, Washington, DC 20590; phone 202-426-1080.

BUS TRAVEL

Consumer Affairs Office, Interstate Commerce Commission, Washington, DC 20423; phone 202-275-7252.

BUSINESS

Office of the Ombudsman, Department of Commerce, Washington, DC 20230; phone 202-377-3176.

Director, Women-in-Business and Consumer Affairs, Small Business Administration, 1441 L St., NW, Washington, DC 20416; phone 202-653-6074.

CHILD ABUSE

National Center on Child Abuse and Neglect, PO Box 1182, Washington, DC 20013; phone 202-755-0593.

CHILDHOOD IMMUNIZATION

Office of the Assistant Secretary for Health, Office of Public Affairs, Washington, DC 20201; phone 202-472-5663.

CHILDREN AND YOUTH

Director of Public Affairs, Office of Human Development Services, Department of Health, Education, and Welfare, Washington, DC 20201; phone 202-472-7257.

COMMODITY TRADING

Consumer Hotline, Commodity Futures Trading Commission, 2033 K Street, NW, Washington, DC 20581; toll-free hotline in California and states east of the Mississippi, **800-424-9838**; states west of the Mississippi except California, **800-227-4428**. In Washington, DC call 254-8630.

CONSUMER INFORMATION

For a copy of the free *Consumer Information Catalog*, a listing of more than 200 selected Federal consumer publications on such topics as child care, automobiles, health, employment, housing, energy, etc., send a postcard to the Consumer Information Center, Pueblo, CO 81009.

COPYRIGHTS

Copyright Office, Crystal Mall, 1921 Jefferson Davis Highway, Arlington, VA 20559; phone 703-557-8700.

CREDIT

Director, Bureau of Consumer Protection, Federal Trade Commission, Washington, DC 20850; phone 202-523-3727.

CRIME INSURANCE

Federal Crime Insurance, Department of Housing and Urban Development, PO Box 41033, Washington, DC 20014; toll-free hotline **800-638-8780**. In Washington, DC call 652-2637.

CUSTOMS

Public Information Division, US Customs, Washington, DC 20229; phone 202-566-8195.

DISCRIMINATION

US Commission on Civil Rights, 1121 Vermont Avenue, Washington, DC 20425; phone 202-254-6697.

Equal Employment Opportunity Commission, 2401 E St., NW, Washington, DC 20506; phone 202-634-6930.

For complaints about discrimination in lending practices by financial and retail institutions based on race, color, religion, national origin, sex, marital status, age, or receipt of public assistance, contact the Housing and Credit Section, Civil Rights Division, Justice Department, Washington, DC 20530; phone 202-739-4123. (Also see HOUSING)

DRUGS AND COSMETICS

Consumer Inquiry Section, Food and Drug Administration, 5600 Fishers Lane, Rockville, MD 20852; phone 301-443-3170.

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EDUCATION GRANTS AND LOANS

Office of Public Affairs, Office of Education, Washington, DC 20202; phone 202-245-7949. Toll-free hotline for Basic Education Opportunity Grants, **800-638-6700**. In Maryland, call **800-492-6602**.

ELDERLY

Administration on Aging, Washington, DC 20201; phone 202-245-2158.

EMPLOYMENT AND JOB TRAINING

Since nearly all employment and training programs are handled at the state or local levels, check your phone directory under your state government for the Employment Service or under your local government for the mayor's office. If you cannot reach these sources, you can obtain general information by writing to the Employment and Training Administration, Department of Labor, Washington, DC 20213; phone 202-376-6905.

ENERGY

Director, Office of Consumer Affairs, Department of Energy, Washington, DC 20585; phone 202-252-5141.

ENERGY EFFICIENCY

Information Office, National Bureau of Standards, Washington, DC 20234; phone 301-921-3181.

ENVIRONMENT

Office of Public Awareness, Environmental Protection Agency, Washington, DC 20460; phone 202-755-0700.

FEDERAL JOB INFORMATION

Check for the Federal Job Information Center under the US Government in your phone directory. If there is no listing, call toll-free directory assistance at **800-555-1212**, and ask for the number of the Federal Job Information Center in your state. In the Washington, DC metropolitan area contact the Civil Service Commission, 1900 E Street, NW, Washington, DC 20415; phone 202-737-9616.

FEDERAL REGULATIONS

For information on Federal regulations and proposals, the Office of the Federal Register (OFR) is offering, among other services, recorded "Dial-a-Reg" phone messages. Dial-a-Reg gives advance information on significant documents to be published in the *Federal Register* the following work day. The service is currently available in three cities: Washington, DC telephone 202-523-5022; Chicago telephone 312-663-0884; and Los Angeles telephone 212-688-6694.

FIREARMS

(See ALCOHOL)

FISH GRADING

National Marine Fisheries Service, Department of Commerce, Washington, DC 20235; phone 202-634-7458.

FISH AND WILDLIFE

Fish and Wildlife Service, Office of Public Affairs, Washington, DC 20240; phone 202-343-5634.

FLOOD INSURANCE

National Flood Insurance, Department of Housing and Urban Development, Washington DC 20410; toll-free hotline **800-424-8872**. In Washington, DC call 755-9096.

FOOD

Assistant Secretary for Food and Consumer Services, US Department of Agriculture, Washington, DC 20250; phone 202-447-4623.

Consumer Inquiry Section, Food and Drug Administration, 5600 Fishers Lane, Rockville, MD 20852; phone 301-443-3170.

FRAUD

Director, Bureau of Consumer Protection, Federal Trade Commission, Washington, DC 20580; phone 202-523-3727.

HANDICAPPED

Director, Division of Public Information, Office of Human Development Services, Department of Health, Education, and Welfare, Washington, DC 20201; phone 202-472-7257.

HOUSING

Department of Housing and Urban Development, Division of Consumer Complaints, Washington, DC 20410; phone 202-755-5353.

For complaints about housing discrimination call the housing discrimination hotline **800-424-8590**. In Washington, DC call 755-5490.

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IMMIGRATION AND NATURALIZATION

Information Services, Immigration and Naturalization Service, 425 Eye St., NW, Washington, DC 20536; phone 202-376-8449.

INDIAN ARTS AND CRAFTS

Indian Arts and Crafts Board, Washington, DC 20240; phone 202-343-2773.

JOB SAFETY

Office of Information, Occupational Safety and Health Administration, Department of Labor, Washington, DC 20210; phone 202-523-8151.

MAIL

Fraud

Check with your local postal inspector about problems relating to mail fraud and undelivered merchandise or contact the Chief Postal Inspector, US Postal Inspection Service, Washington, DC 20260; phone 202-245-5445. (For a listing of regional postal inspectors see CONSUMER NEWS July 15, 1977)

Service

Check with your local postmaster or contact the Consumer Advocate, US Postal Service, Room 5920, Washington, DC 20260; phone 202-245-4514.

MAPS

Public Inquiries Office, Geological Survey, National Center, Reston, VA 22092; phone 703-860-6167.

MEDICAID/MEDICARE

Health Care Financing Administration, Department of Health, Education, and Welfare, Washington, DC 20201; phone 202-245-0312.

MEDICAL RESEARCH

Division of Public Information, National Institutes of Health, 9000 Rockville Pike, Bethesda, MD 20014; phone 301-496-5787.

Center for Disease Control, Attention, Public Inquiries, Atlanta, GA 30333; phone 404-653-3311, ext 3534.

MENTAL ILLNESS

(See ALCOHOLISM, DRUG ABUSE AND MENTAL ILLNESS)

METRIC INFORMATION

(See ENERGY EFFICIENCY, National Bureau of Standards)

MOVING

Interstate Commerce Commission; Washington, DC 20423; toll-free moving hotline **800-424-9312**. In Florida call **800-432-4537**. In Washington, DC call 275-7852.

PARKS AND RECREATION AREAS

National Forests

Forest Service, US Department of Agriculture, Washington, DC 20250; phone 202-447-3760.

National Parks and Historic Sites

National Park Service, Washington, DC 20240; phone 202-343-7394.

Recreation Areas on Army Corps of Engineers Project Sites

Recreation Resource Management Branch (CWO-R), Army Corps of Engineers, Washington, DC 20314; phone 202-693-7177.

Other Recreation Areas

Office of Public Affairs, Department of the Interior, Washington, DC 20240; phone 202-343-3171.

PASSPORTS

For passport information check with your local post office or contact the Passport Office, Department of State, 1425 K St., NW, Washington, DC 20524; phone 202-783-8200.

PATENTS AND TRADEMARKS

Patents

Commissioner, Patent Office, Department of Commerce, Washington, DC 20231; phone 703-557-3080.

Trademarks

Commissioner, Trademark Office, Department of Commerce, Washington, DC 20231; phone 703-557-3268.

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PENSIONS

Office of Communications, Pension Benefit Guaranty Corporation, 2020 K Street, NW, Washington, DC 20006; phone 202-254-4817.

Labor Management Standards Administration, Department of Labor, Washington, DC 20210; phone 202-523-8776.

PHYSICAL FITNESS/SPORTS

President's Council on Physical Fitness and Sports, 400 6th St., SW, Washington, DC 20201; phone 202-755-8131.

PRODUCT SAFETY

Consumer Product Safety Commission, Consumer Services Branch, Washington, DC 20207; toll-free hotline **800-638-2666**. In Maryland call **800-492-2937**.

RADIO AND TELEVISION BROADCASTING/ INTERFERENCE

Consumer Assistance Office, Federal Communications Commission, Washington, DC 20554; phone 202-632-7000.

RUNAWAY CHILDREN

The National Runaway Hotline; toll-free **800-621-4000**. In Illinois call **800-972-6004**.

SMOKING

Office on Smoking and Health, 12420 Parklawn Drive, Room 158 Park Building, Rockville, MD 20852; phone 301-443-1575.

SOCIAL SECURITY

Check your local phone directory under US government. If there is no listing check at your local post office for the schedule of visits by Social Security representatives, or write: Division of Public Inquiries, Social Security Administration, 6401 Security Boulevard, Baltimore, MD 21235; phone 301-594-7705.

SOLAR HEATING

National Solar Heating and Cooling Information Center, PO Box 1607, Rockville, MD 20850; toll-free hotline is **800-523-2929**. In Pennsylvania, call **800-462-4983**.

STOCKS AND BONDS

Consumer Liaison Office, Securities and Exchange Commission, Washington, DC 20549; phone 202-523-5516.

TAXES

The Internal Revenue Service (IRS) toll-free tax information number is listed in your tax package and is generally listed in your local telephone directory. If you cannot locate the number, call your information operator for the number for your area. If you wish to write, send the letter to your IRS District Director. Problem Resolution Program (PRP). Offices have been established in each district to solve unique problems and complaints which have not been satisfied through normal channels. Taxpayers may call the toll-free number and ask for the PRP Office.

TRAIN TRAVEL

AMTRAK (National Railroad Passenger Corp.) For consumer problems first try to contact a local AMTRAK consumer relations office listed in your phone directory. If there is not an office near you contact AMTRAK, Office of Consumer Relations, PO Box 2709, Washington, DC 20013; phone 202-383-2121.

TRAVEL INFORMATION

US Travel Service, Department of Commerce, Washington, DC 20230; phone 202-377-4553.

VENEREAL DISEASE

VD toll-free hotline **800-523-1885**. In Pennsylvania call **800-462-4966**.

VETERANS' INFORMATION

The Veterans Administration has toll-free numbers in all 50 states. Check your local phone directory, or call **800-555-1212** for toll-free directory assistance. For problems that can't be handled through local offices, write Veterans Administration, (271), 810 Vermont Avenue, NW, Washington, DC 20420.

WAGES AND WORKING CONDITIONS

Employment Standards Administration, Department of Labor, Washington, DC 20210; phone 202-523-8743.

WARRANTIES

For a problem involving the failure of a seller to honor a warranty, contact the Division of Special Statutes, Federal Trade Commission, Washington, DC 20580; phone 202-724-1100. Or you may contact the FTC regional office nearest you. They are listed in your telephone directory under US Government.

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Directory of Federal Consumer Offices

For more information

If you have questions about any program or agency in the Federal Government, you may want to call the Federal Information Center (FIC) nearest you. FIC staffs are prepared to help consumers find needed information or locate the right agency—usually Federal, but sometimes state or local—for help with problems. Each city listed below has an FIC or a tieline—a toll-free local number connecting to an FIC elsewhere. Local listings printed in *italics* are tielines to the nearest FIC.

ALABAMA	
Birmingham	*205-322-8591*
Mobile	*205-438-1421*
ARIZONA	
Phoenix	602-261-3313
Tucson	*602-622-1511*
ARKANSAS	
Little Rock	*501-378-6177*
CALIFORNIA	
Los Angeles	213-688-3800
Sacramento	916-440-3344
San Diego	714-293-6030
San Francisco	415-556-6600
San Jose	*408-275-7422*
Santa Ana	*714-836-2386*
COLORADO	
Colorado Springs	*303-471-9491*
Denver	303-837-3602
Pueblo	*303-544-9523*
CONNECTICUT	
Hartford	*203-527-2617*
New Haven	*203-624-4720*
DISTRICT OF COLUMBIA	
Washington	202-755-8660
FLORIDA	
Fort Lauderdale	*305-522-8531*
Jacksonville	*904-354-4756*
Miami	305-350-4155
Orlando	*305-422-1800*
St. Petersburg	813-893-3495
Tampa	*813-229-7911*
West Palm Beach	*305-833-7566*
GEORGIA	
Atlanta	404-221-6891
HAWAII	
Honolulu	808-546-8620
ILLINOIS	
Chicago	312-353-4242
INDIANA	
Gary/ Hammond	*219-883-4110*
Indianapolis	317-269-7373
IOWA	
Des Moines	*515-284-4448*
KANSAS	
Topeka	*913-295-2866*
Wichita	*316-263-6931*
KENTUCKY	
Louisville	502-582-6261
LOUISIANA	
New Orleans	504-589-6696
MARYLAND	
Baltimore	301-962-4980
MASSACHUSETTS	
Boston	617-223-7121
MICHIGAN	
Detroit	313-226-7016
Grand Rapids	*616-451-2628*
MINNESOTA	
Minneapolis	612-725-2073
MISSOURI	
Kansas City	816-374-2466
St. Joseph	*816-233-8206*
St. Louis	314-425-4106
NEBRASKA	
Omaha	402-221-3353
NEW JERSEY	
Newark	201-645-3600
Paterson/ Passaic	*201-523-0717*
Trenton	*609-396-4400*
NEW MEXICO	
Albuquerque	505-766-3091
Santa Fe	*505-983-7743*
NEW YORK	
Albany	*518-463-4421*
Buffalo	716-846-4010
New York	212-264-4464
Rochester	*716-546-5075*
Syracuse	*315-476-8545*
NORTH CAROLINA	
Charlotte	*704-376-3600*
OHIO	
Akron	*216-375-5638*
Cincinnati	513-684-2801
Cleveland	216-522-4040
Columbus	*614-221-1014*
Dayton	*513-223-7377*
Toledo	*419-241-3223*
OKLAHOMA	
Oklahoma City	405-231-4868
Tulsa	*918-584-4193*
OREGON	
Portland	503-221-2222
PENNSYLVANIA	
Allentown/ Bethlehem	*215-821-7785*
Philadelphia	215-597-7042
Pittsburgh	412-644-3456
Scranton	*717-346-7081*
RHODE ISLAND	
Providence	*401-331-5565*
TENNESSEE	
Chattanooga	*615-265-8231*
Memphis	901-521-3285
Nashville	*615-242-5056*
TEXAS	
Austin	*512-472-5494*
Dallas	*214-749-2131*
Fort Worth	817-334-3624
Houston	713-226-5711
San Antonio	*512-224-4471*
UTAH	
Ogden	*801-399-1347*
Salt Lake City	801-524-5353
VIRGINIA	
Newport News	*804-244-0480*
Norfolk	804-441-6723
Richmond	*804-643-4928*
Roanoke	*703-982-8591*
WASHINGTON	
Seattle	206-442-0570
Tacoma	*206-383-5230*
WISCONSIN	
Milwaukee	*414-271-2273*

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ATTITUDE SURVEY

Handout #9

Agree, Disagree, Undecided

A D U Government regulations do more harm than good.

A D U It is good the government requires advertisers to warn that cigarette smoking is hazardous to your health.

A D U It is good that government allows sale only of those drugs that are certified safe and are properly labeled.

A D U Government workers are usually more lazy, dishonest, and incompetent than private business workers.

A D U It is good that the federal government inspects, certifies, and grades the quality of meats.

A D U Without government regulations the consumer would be at the mercy of big corporations.

A D U Buyers aren't capable of making wise decisions about complicated modern products and need government help to protect them from unsafe products.

A D U The best consumer protection is an educated buyer. Let the schools train them. If a person hasn't wised up by graduation from high school, they deserve whatever they get in the marketplace and shouldn't be protected by the government.

A D U Government guarantees that only honest, fair people do business

A D U You have a legal right not to be "ripped off" by a sharp salesman.

A D U Inflation is caused by government stupidity such as printing too much money.

A D U Inflation is caused by consumer stupidity and greedy buying habits.

A D U Inflation is caused by voters who don't vote to cut back government programs because that would cut back their life styles.

A D U It is important that government protect the right of business to make whatever contracts they choose to make with consumers.

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Consumer Price Index (CPI) Charts

Handout #10

Categories	Index for July '81	a/o charge from June '81	a/o charge from July '80
All Items	274.4	1.2	10.7
Food and Beverage	266.7	0.8	10.0
Housing	296.5	1.6	12.0
Transportation	279.4	0.8	12.6
Medical Care	295.9	1.3	10.9
Entertainment	220.9	0.2	7.0

U.S. CPI Index City Average

Cities	CPI July 1981	$ Purchasing Power
U.S. City Average	274.4	
Chicago	272.7	
Detroit	283.1	
Los Angeles	272.2	
New York	262.5	
Philadelphia	267.8	
Baltimore	272.5	
Boston	266.3	
Cincinnati	273.3	
Denver-Boulder	294.2	
Milwaukee	285.6	
Portland,OR	280.8	
St. Louis	269.4	
San Diego	305.4	
Seattle	282.3	
Washington	267.1	

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PRODUCER ROLE DESCRIPTION

Handout #11

As a producer, you have a very important function in the game, you make it work. You want to try to sell for a fair price to keep as many workers happy as possible while making a reasonable profit so you can expand production.

Your rules of operation are:

1. You must sell your entire supply; and
2. You must pay $2.50/candy bar at the end of each round (this is your production cost).

Other duties:

1. You must keep an accurate record of the number of candy bars you sell at different prices in each round; and
2. You are to sell independently, but remember that you need to be aware of what other suppliers are doing in order to make a profit.

Your reward:

You will also want candy bars. After all, your family must eat too! You earn your candy bars by making the game work. If you do that effectively, and if you make a profit, you may turn in your profits at the end of the game and you will be given candy bars.

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PRODUCER'S RECORD

Handout #12

Round #	Number of people Who Bought Candy at Each Price	Average Price / Total Sales	Profit (subtract from total)
1			
2			
3			
4			
5			
6			
7			

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BANKER ROLE DESCRIPTION

Handout #13

Your important role as a banker means that you will not have time to bid on candy bars. Your job is to get people to borrow money and pay interest. If you do this successfully, you will be allowed to exchange your interest for candy bars at the end of the game.

Remember, in order for the game to run well, you must get people to borrow money. Here are some suggestions to help you:

1. Tell game players that you heard the supply will be reduced next round, so, they might want to buy several candy bars this round and save for the future.
2. Tell them that prices could increase next round so they should stock up at the low price.
3. Remind them that the game can end at any time.

Your other duty is to keep an accurate record of how much was borrowed and how much interest you earned each round.

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BANKER'S RECORD

Handout #14

Round #	Names of Borrowers and Amount Borrowed	Total Loaned / Total Sales	Total Interest
1			
2			
3			
4			
5			
6			
7			

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STATE OF THE ECONOMY CHART

Handout #15

Round #	Title	Price	Amount of Money in Circulation	Results, Comments etc.
1	Base Situation			
2	Increased Taxes			
3	Lower Interest Rate			
4	Increased Reserve Requirement (Less Money Available to Loan)			
5	Increased Gov't Spending (Higher Wages)			
6	Increased Government Spending (Higher Wages and Increased Supply)			

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CANDY BAR COUPONS

Handout #16

CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR
CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR	CANDY BAR

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PLAY MONEY

CANDYLAND $1	CANDYLAND $1	CANDYLAND $1
CANDYLAND $1	CANDYLAND $1	CANDYLAND $1
CANDYLAND $1	CANDYLAND $1	CANDYLAND $1
CANDYLAND $1	CANDYLAND $1	CANDYLAND $1
CANDYLAND $1	CANDYLAND $1	CANDYLAND $1
CANDYLAND $1	CANDYLAND $1	CANDYLAND $1
CANDYLAND $1	CANDYLAND $1	CANDYLAND $1
CANDYLAND $1	CANDYLAND $1	CANDYLAND $1

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PLAY MONEY

CANDYLAND $5	CANDYLAND $5	CANDYLAND $5
CANDYLAND $5	CANDYLAND $5	CANDYLAND $5
CANDYLAND $5	CANDYLAND $5	CANDYLAND $5
CANDYLAND $5	CANDYLAND $5	CANDYLAND $5
CANDYLAND $5	CANDYLAND $5	CANDYLAND $5
CANDYLAND $5	CANDYLAND $5	CANDYLAND $5
CANDYLAND $5	CANDYLAND $5	CANDYLAND $5
CANDYLAND $5	CANDYLAND $5	CANDYLAND $5

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CHANGE RECEIPTS

Handout # 18

CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE
CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE
CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE
CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE
CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE	CHANGE _____ AMOUNT _____ SIGNATURE

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TELEPHONE DIRECTORY EXERCISE

Handout #19

1. Find the United States Government listings in the telephone book. What is the number for:

   Environmental Protection Agency?_____

   Equal Employment Opportunity Commission?_____

2. Find the state government listings in the telephone book. What is the number for:

   Department of Motor Vehicles?_____

   Civil Rights Commission?_____

3. Find the county government listings in the telephone book. What is the number for:

   Social Services?_____

   Animal Control Center?_____

4. Find the city government listings. What is the telephone number for:

   Building Department?_____

   Traffic violations?_____

5. Give the telephone numbers and level of government for each of the following:

		Government	Telephone Number
1.	Legal Aid		
2.	Internal Revenue Service		
3.	Office of Consumer Affairs		
4.	Small Claims Court		
5.	Social Security		
6.	Police Department		
7.	Manpower		
8.	Immigration		
9.	Federal Trade Commission		
10.	Forest Service		

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ADVERTISING QUESTIONNAIRE

(compiled from questions and responses in Teenage Consumers, a profile, by the National Assessment of Educational Progress.)

T (True) F (False) DK (Don't Know)

---

1. Advertising may help increase sales and lower prices for a new product.

   T F DK

2. Consumers have to pay for adverising in product prices.

   T F DK

3. Only high quality products are advertised.

   T F DK

4. Companies that advertise more always produce better products.

   T F DK

5. Advertising information is sometimes misleading.

   T F DK

6. Advertising often tries to imply major differences where there are only minor differences.

   T F DK

7. Advertising is sometimes used to increase loyalty to a brand of product.

   T F DK

8. It is difficult for a new business to compete in an industry where large amounts of money are spent on advertising.

   T F DK

9. Advertising can give people useful information.

   T F DK

10. For some products, production costs are less than advertising costs.

    T F DK

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ADVERTISING QUESTIONNAIRE

11. Store brands are generally cheaper than nationally advertised brands.

T F DK

12. Store brands are generally poorer quality than national brands.

T F DK

13. Store brands are generally advertised less often than national brands.

T F DK

14. Store brands are sometimes made by national manufacturers under the store's private label.

T F DK

15. The price tag on a major appliance must indicate cost of delivery and installation.

T F DK

16. In selecting a vocational school you should choose the school that makes the most promises about employment opportunities.

T F DK

17. It is legal to advertise an item for $4.99 when the final cost is $5.05 including tax.

T F DK

18. It is legal to advertise a $4,000 car at $90 per month without including credit terms.

T F DK

19. Product complexity and variety make it difficult for consumers to evaluate quality.

T F DK

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NATIONAL RESPONSE

National responses of 11th grade students and correct (+) answers.

	T	F	DK
1.	74.6+	22.5	2.9
2.	71.6	17.2	11.0
3.	9.3	87.7+	2.4
4.	19.4	75.8+	4.6
5.	90.3	6.9	2.6
6.	84.8+	9.0	5.6
7.	82.1+	10.0	7.3
8.	69.4+	20.2	10.1
9.	85.1+	11.5	3.0
10.	64.4+	17.7	17.6
11.	82.6+	12.8	3.9
12.	31.4	59.8+	8.3
13.	78.6+	15.1	4.7
14.	61.3+	19.0	18.5
15.	17.7	74.7+	7.3
16.	40.8	52.3+	6.5
17.	79.8+	16.9	3.1
18.	43.0	41.1+	15.4
19.	68.6+	21.4	9.9

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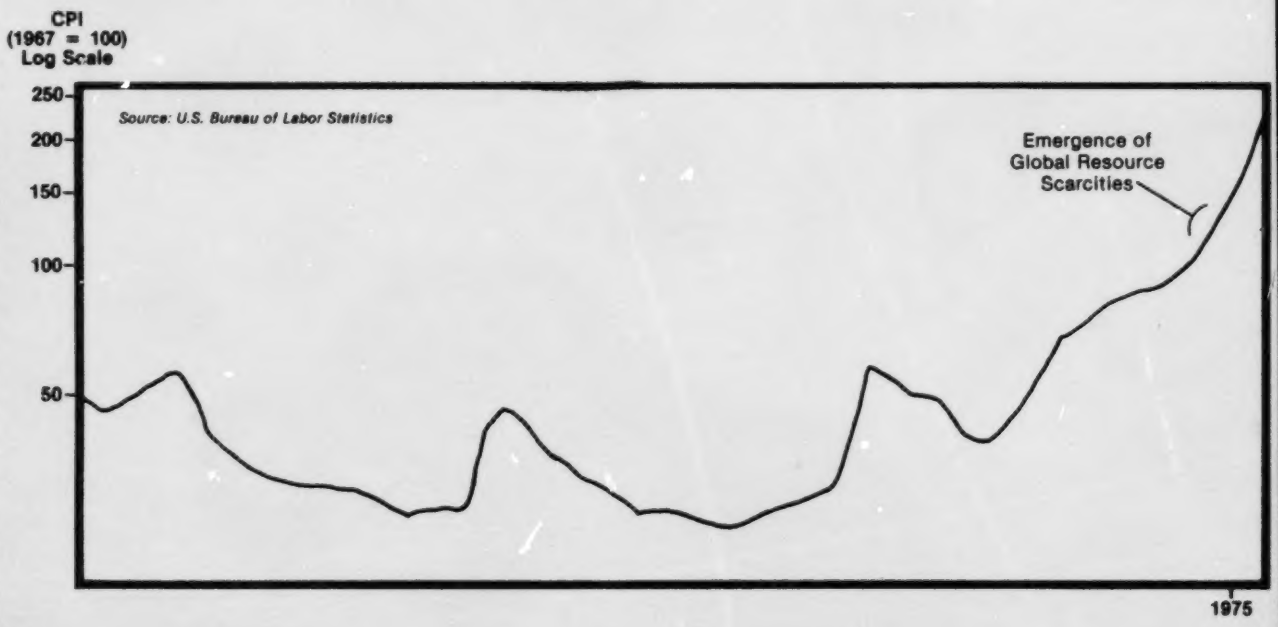
The Good Ol' Days . . .



Instructions: The year 1975 is pinpointed on the horizontal axis on the far right. What year do you think it starts from on the left? Try to establish dates on the bottom of the graph and identify the peaks and valleys.

*Hint--Think about major events, periods of prosperity and depression in U.S. history.

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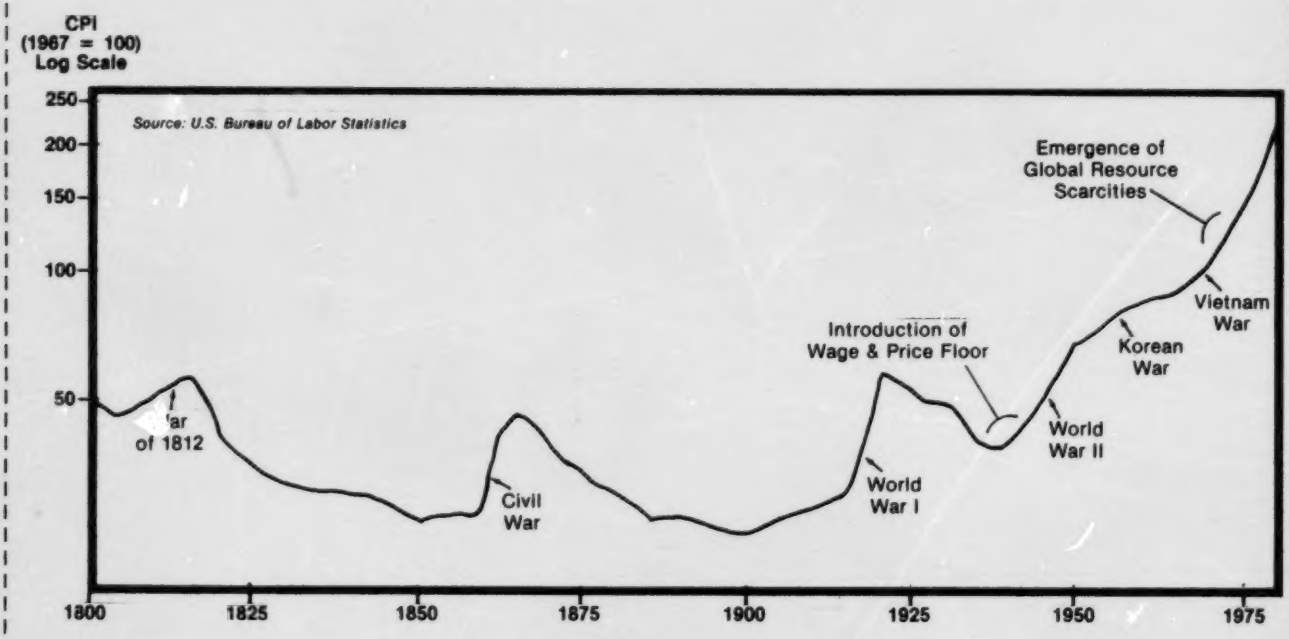
The Good Ol' Days . . .

Prices rose more than 200% during the past 10 years. How much do you think they rose during the past *180* years? The chart below might surprise you: prices in 1967 were just twice as high as prices in 1800!



How did your guesses compare? Do wars appear to play a part in inflation valleys.

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ATTITUDE SURVEY

Handout #22

Agree, Undecided, Disagree

A U D You should buy American made cars even if a foreign car has more of what you want because this gives Americans jobs making cars.

A U D Americans should favor high protective tariffs on imported clothing because cheap foreign imports are putting U.S. companies out of business.

A U D Foreign goods are cheaper because foreigners work for less money than U.S. workers.

A U D The U.S. would be better off if we could be independent of all imports.

A U D America has been successful in competition with foreign trade because of the high protective tariffs of U.S. government.

A U D American success in competition with foreign trade is due to a work force that works harder and gives a full day's work for a full day's pay.

A U D The United States has had a comparative advantage in the world marketplace due to inventive technology and patents.

A U D The United States has had a comparative advantage in the world marketplace due to the cheap natural resources taken by force of arms from Native Americans and the Spanish.

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ROLE SHEET

Handout #23

English Cloth Manufacturer

You have a head start in producing cotton cloth. You have the best technology (machines, processes, factories) and you have highly trained workers who can operate those machines. The initial price at which you can sell cotton cloth delivered to Charlestown, South Carolina is $ X per bolt of cloth. You produce cloth using mostly steam power from coal mined in England by Englishmen.

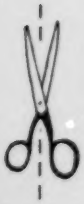
New England Entrepreneur

You are new in business of creating cotton cloth. You have unskilled labor and your machines are very expensive to buy. You don't have the advanced techniques to machine weaving developed in England. But, you do possess an unlimited source of free power from the streams of your hilly countryside. During the last war, you got a good start because you were the only source of cotton cloth in the United States. There were no imports. You produce cloth delivered to Charleston, South Carolina to sell at $ X + 1 per bolt of cloth. You couldn't make a profit at a lower price.

Southern Planter

You produce cotton efficiently. You own plenty of land because the federal government won it for you from the Native Americans. Your slave labor costs you very little. It is cheaper for you to buy cotton cloth from either manufacturer than to make it yourself. The price of raw cotton, because of the demand of English and New England cotton mills, makes it more profitable for you to grow cotton than anything else. The rate of return on money invested in a slave and cotton producing land is between 10 percent and 12 percent. It provides a greater profit than any other investment in the U.S.

Consumer



You are interested in getting cloth as cheaply as possible, but you also need employment to earn money to trade for cloth. Also, in the southern U.S. you are a slave.

---

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BACKGROUND READING

1790, Alexander Hamilton's Tariff (rejected by Congress, 1790)

The difference between a "revenue" tariff and a "protective" tariff is one of purpose and therefore one of rates. If, for example, the tariff, or duty, on a blanket manufactured in England were very low, English manufacturers would be able to pay the duty and still compete with American manufacturers for American trade. This would be a revenue tariff. But if the tariff were very high on each blanket, say as high as 100 percent of its value, then the English blanket would have to be sold in the United States for twice what it cost the English manufacturer to make it. As a result, the English manufacturer could not hope to sell blankets in America in competition with American manufacturers. A tariff of this kind would not bring in revenue to the government, since the English manufacturer would abandon the American markets. But it would "protect" the American manufacturers from competition and would be called a protective tariff.

1816, Tariff Act

During the war years from 1812 to 1815, Americans had found it difficult to get manufactured goods from Europe. As a result, new factories had sprung up on American soil. When the War of 1812 ended, British manufacturers wanted to drive their American competitors out of business. They resorted to a practice known to businessmen as "dumping"--that is they were selling large quantities of their goods below cost in order to drive rival manufacturers out of business. Once American factories closed, the British manufacturers would raise the price of their products and recover their earlier losses, knowing that they would have little competition from the ruined Americans.

American factories demanded protection against their British rivals. Congress adopted the Tariff Act of 1816 which levied high duties on manufactured goods shipped into the United States. The new tariff was designed to protect the so-called infant industries. The young nation was looking forward to becoming self-sufficient and economically independent of England.

1828 & 1833, Tariff Acts

The Tariff Act of 1828 called by its enemies the "Tariff of Abominations" because of the high rates it imposed, was passed by

*Excerpts are taken from: The Garfield and Arthur Administration; The First McKinley Administration; The American Pageant; Europe Since 1914; Encyclopedia Brittanica; Volumes 21 and 22; Rise of the American Nation; North Growth and Welfare in The American Past; The Second Cleveland Administration; Teaching Economics in American History; The Economic Problem; and Growth and Welfare.

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such a large majority in Congress that the planters of the South became alarmed. (John C. Calhoun said states which disagreed with the tariff should not have to obey it since it was unconstitutional.) The Tariff Act of 1833, a compromise, reduced gradually to the level of 1816, this reduction was part of what many southern leaders demanded.

The importance of early tariff legislation in the revival of manufacturing has been a much debated subject. The Acts of 1816, 1824, and 1828 all provided protection and with the fall in prices after 1818 were probably important in the revival of some branches of the textile industry; but by 1830, the U.S. was exporting textiles and was able to stand on its own feet. In addition, the high transport costs into the interior provided protection for the early iron industry in western Pennsylvania between 1820 and 1837.

1883, The Internal Revenue and Tariff Act

President Arthur considered that one of the major problems of the government was the surplus in the treasury. The United States had too much money. No one apparently could think of any useful, legal way of spending that extra income. This was the third time in the nation's history that the "probelm" of the surplus had appeared. In those days, there were only two types of federal taxes--internal revenue or excise levies and external revenue or tariff duties. (To solve the problem) most members of Congress favored a general reduction of the tariff. (But) the wool-growers of Ohio, the textile mills of Massachusetts and Rhode Island, the pig-iron foundries of Pennsylvania, the lumber interests of Maine, Michigan, and Wisconsin, and the sugar planters of Louisiana all wanted high tariff rates to protect their own products. No one apparently was thinking in terms of general principles or of the whole country.

1890, McKinley Tariff

McKinley said, "It is our duty and we ought to protect as sacredly and assuredly the labor and industry of the United States as we would protect her honor from taint or her territory from invasion."

The practical results, however, were a surprise to both the supporters and the opponents of the act. The expected drop in foreign trade did not take place. Both exports and imports increased. Nor were the predictions of higher retail prices realized. Two impartial studies of consumers' prices indicated that the cost of living had somewhat decreased. Other more basic factors--the increased use of machinery, cheaper and faster transportation, great advances in retailing and advertising--were exerting a far more profound effect on the economy than the relatively minor shifts in custom duties.

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The New York Times announced editorially that "a moderate estimate of the increased cost of living in this city for the year 1891 is one-fifth. Merchants arbitrarily boosted their prices even before the McKinley law went into effect. Tinware peddlers were through the rural districts offering five cent cups for twenty-five cents and twenty-five cent tin pails for one dollar and asserting that the advance was due to the McKinley Bill." No one conversant with the facts could have believed these gross exaggerations.

The McKinley tariff admitted raw sugar free of duty but it provided a bounty of two cents a pound for all sugar produced within the United States. In Michigan, Colorado, California, and Utah beet sugar became a thriving industry. Ultimately, beet sugar was to furnish about a fourth of the total sugar consumption of the American people. When the importation of cane sugar was drastically interrupted by both the "First and Second World Wars," this supply of home-grown beet sugar was a godsend. The opposite effect occurred in Hawaii. That native kingdom had enjoyed a special advantage in the American sugar market. Hawaiian sugar had been entering this country free of duty since 1876. But when Cuban sugar was also put on our free list, Hawaii suffered in the competition.

1894, Wilson Gorman Tariff

After wool was put on the free list, there was a great slump in sheep raising. "The number of sheep was reduced rapidly in all sections of the country except the northern Rocky Mountain area. The decrease in numbers between 1893 and 1896 amounted to 10 million and the fall in value was so great that many flocks were butchered for the pelts and tallow.

Raw sugar, which had come in free (previously) was not subjected to a duty. The change hit Cuba hard. That island was now faced with a serious barrier in the marketing of its major product. Depression and discontent soon developed. In the next year, the Cubans began an armed revolt. The Hawaiian sugar planters of course, gained what Cuba lost. They could still send their sugar duty-free to the United States under the reciprocity agreement.

1897, Dingley Tariff

In the new tariff hides and raw wool were both taken off the free list and given adequate protective duties. The Dingley tariff was certainly a highly protective measure. It raised the average of rates well above the levels of the Wilson Gorman law of 1894. The free-traders and Democrats generally viewed this highest of all tariffs with alarm because it violated all the principals of the English school of economics. The number of sheep in the country rose sharply. So did

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the number of cattle on the Western ranches. But the marvelous thing was the great increase in imports coming in over that high wall of protection. In fact, the increase of dutiable imports was greater than the increase of goods on the free list. The figures for the twelve years in which the Dingley tariff was in force are impressive.

	Dutiable Imports	Free Imports
1897	$382,000,000	$381,000,000
1909	712,000,000	599,000,000

When a tariff designed to hinder importations is followed by a doubling of the amount of those same importations, the anomaly is not to be explained by reference to the tariff law itself. The broad truth was that America was swinging into a vast industrial and agricultural boom. All sorts of production, protected or unprotected were mounting rapidly. The tariff changes played only a very minor part in this huge expansion.

1922, Fordney-McCumber Tariff Law

Boosted schedules from the average of 27 percent under Wilson's Underwood Tariff of 1913 to an average of 38.5 percent which was almost as high as Taft's Payne Aldrich Tariff of 1909. The trend toward high protection was heavily accelerated. Duties on farm produce were increased to equalize the cost of American and foreign production. Flexibility was introduced when the President was authorized with the advice of the fact finding Tariff Commission, to reduce or increase the established duties by as much as 50 percent.

Presidents Harding and Coolidge, true to their big-industry sympathies, were friendly to tariff increases. In six years they authorized thiry-two upward changes, only five reductions which were on such items as bobwhite, quail, paintbrush handles, phenol, and cresylic acid.

The high tariff course, thus charted by the Republicans, set off a monentous chain reaction. European producers felt the squeeze for the American tariff walls prolonged the post was chaos. An impoverished Europe needed to sell its manufactured goods to American, particularly if it hoped to achieve economic recovery and to pay its huge war debt to us. We needed the low-cost exports of foreign countries in order to reduce our current high cost of living. We also needed to give foreign countries a change to make a profit from us so that they could buy our manufactured articles. International trade is a two-way street, we could not sell to others in quantity unless we bought from them in quantity or lent them more American dollars.

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The erection of towering tariff walls was a game that two could play . . . spurred the European nations throughout . . . 1920s . . . to pile up higher barriers themselves. The whole vicious circle further deepened the post war economic distress and further disposed the Germans to welcome Hitler as a messiah.

Cleveland concluded that a high tariff taxed the many for the few, since tariffs are normally shouldered off onto the consumers by the manufacturers in the form of increased prices. As for protection, he concluded that it was often the public that needed protection from the giant corporations, and not the giant corporations--once infant industries--that needed protection from low-wage foreigners.

1930, Hawley-Smoot Tariff

Turned out to be the highest protective tariff in our peacetime history. The average duty on nonfree goods was raised form 38.5 percent to a towering 55.3 percent. Frantic pleas from American exporters worried about overseas markets and from bankers concerned about international payments. More than 1,000 economists, mostly college progessors, signed a manifesto urging Hoover to veto the bill, but the ultraprotectionist industrialists and many agricultural groups supported it. It seemed like a declaration of economic warfare on the outside world. As the year 1932 saw the practical ending of the payment of reparations, so the year 1934 apparently saw the ending of payments of war debts to the United States by Allied countries.

For this eventuality, the United States was not entirely blameless. In the first place, although most of the original $10 billion had been trasnsferred to the allies in the form of commodities, the United States had refused to accept payment in-kind from the debtor nations. In the second place, she had raised high tariff barriers against foreign commodities and had thus greatly handicapped the debtor powers in their efforts to secure American currency with which to make payments.

Extreme nationalism, with its erection of high protective tariffs and its resultant interference with the flow of international trade, also came in for bitter criticism (as cause for the World Economic Depression of the 1930s).

Despite the long-term objective to reduce their (Soviet Union and other communist countries) dependence upon the west for supplies and markets, the countries in the Soviet sphere intermittently sought arrangements for trading with outside countries to meet their immediate needs for raw materials and capital equipment not available from each other.

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1930-1938, Values of World Trade in Millions of Old U.S. Gold Dollars

	Imports	Exports	Total
1913	21,034	19,194	40,598
1924	28,978	27,850	56,828
1928	34,652	32,728	67,380
1931	20,795	18,906	39,701
1935	12,243	11,559	23,802
1938	14,319	13,417	27,736

1945, General Agreement on Tariffs and Trade (GATI)

In 1947 the U.S., along with twenty-two other nations, signed the General Agreement on Tariffs and Trade (GATT) to promote freer trade. (GATT now has over eighty members.) The members meet regularly to review trade policies, reduce tariffs, eliminate import quotes, and apply the most favored nation principle. This principle means that a concession granted to one nation must be granted to all other members. For instance, if the U.S. should lower its tariffs on German cameras it must also lower them on the cameras of other member nations. Agreements are made as a group rather than one nation to one nation and there is less chance that two or more nations will make mutually beneficial agreements that are harmful to another contracting party.

1962, Trade Expansion Act

President John Kennedy's most spectacular legislative triumph was the Trade Expansion Act of October 1962. One of the boldest strokes of its kind in our history, it empowered the President to slash existing tariffs at least 50 percent in the interests of promoting trade. In some cases he could eliminate them entirely.

Other Reading for Consideration

1920-1930

This decade was not prosperous for everyone. Even while incomes were steadily rising and the worker in manufacturing was increasing his standard of life, the farmer was struggling through a period of extremely low prices. We have observed that the years from 1896 to 1914 were prosperous ones, followed by even more prosperous times during World War I, when the United States fed not only our own nation and army, but also our allies. The result was that agricultural prices rose sharply and farmers were encouraged to expand production immensely.

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When the war ended, the demand was substantially curtailed, as European countries erected tariff barrriers to protect their own agriculture, and America in turn stopped the flow of immigration. Consequently, the demand for agricultural goods was substantially less than it had been earlier, and prices fell to extremely low levels.

1975

Only about 6 percent of our gross national product is sold overseas. Only 4 or 5 percent of the value of GNP is bought overseas. But today the major fractions of our iron ore, our copper, and our woodpulp come to us from abroad. Ninety percent of the bauxite from which we make aluminium is imported, 94 percent of the manganese needed for high tempered steels, all our chrome, virtually all our cobalt the great bulk of our nickel, tin, platinum, asbestos, and a rising fraction of our petroleum is foreign bought. Many of these materials are so strategically important that we stockpile them against temporary disruption but in a few years the stockpiles would be used up.

We would also lose: Japanese cameras, British tweeds, French perfume, Italiam movies, Rolls Royce engines, Volkswagen cars, Danish silver, Indian jute and madras, coffee and tea, chocolate, bananas, pepper, and Scotch whiskey.

Also don't forget our important exports. One-fifth of our cotton, 25 percent of our grains, 25 percent of our tobacco, 20 percent of our coal, and 33 percent of our sulphur are sold overseas, 25 percent of our metalworking machinery and more go overseas to make jobs and profit for the U.S.

Of course, the loss of imports would create new jobs for U.S. workers making what we couldn't import. Why don't we?

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SUMMARY OF ARGUMENTS

Handout #25

Summary of Arugments for Tariffs

1. Tariffs can protect industries that, while less competitive on the world market, are necessary in time of war. If we could buy gunpowder more cheaply by import and had no home industry to produce it, then in war we might have no gunpowder.

2. If lots of people are already out of work, we certainly don't want more people out of work because their business can't compete on the international scene. Therefore, we protect their jobs with tariffs so that unemployment does not increase. (Why would unemployment tend to hurt even those who still have jobs?)

3. Sometimes "infant industries" need help getting off the ground before they can compete with large scale operations that may have gotten a head start in other countries.

4. Some American businesses may not be as efficient as the same businesses in another country. But certain Americans may find it enjoyable to do the kind of work in question. For instance, French farmers may be able to sell us farm goods cheaper than we are able to produce them, or vice versa. Perhaps a tariff is worth the extra expense so that those who love farming may continue to farm even if their business is financially inefficient.

Summary of Arguments for Free Trade

1. Free trade makes certain that the business that is most efficient in using global resources is the business that succeeds in selling the product while the waster goes broke.

2. The way to solve unemployment is to find efficient business in which to employ the unemployed so their resources will be most wisely used.

3. The consumer benefits by free trade because he gets the best and cheapest goods and services possible to produce.

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NEW TASTES-NEW JOBS

	Product/Service	Jobs
1.	Green Plant Rental Service	Traveling Plant Doctors Plant Insurance Agencies Plant Renters
2.	Frisbee Golf Courses	Frisbee Greens Keepers Frisbee Cleaners Frisbee Golf Clothes Manufactures Frisbee Golf Instructors
3.	Dive-for-a-Pearl Shops	
4.	Lo-Cal-Bakeries	
5.	Pet Day-care Centers	
6.	Bicycle Garages	
7.	Electric Automobile Recharger Stations	
8.	Rent-A-Movie Shop	
9.	Clothes Rental Shops	
10.	Mind Control Clinics	

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11. Vacuum Cleaner Dust Recycling

12. Home Meal Preparation

13. Solar Powered Stove and Refrigerators

14. Robot Maid

15. Automated Grocery Stores

16.

17.

18.

19.

20.

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INFLATION AT MCDONALD'S

Handout #27

In 1955 McDonald's first opened a series of billboards and television ads that announced you could get a meal for a quarter. Included for this price was: regular hamburger, regular size fries, and small coke.

In 1968, the ad charged to "All This and Change Back on 50 Cents." Still included were the regular hamburger, fries, and small coke. Furthermore, the three items were still the same size as they were in 1955.

Because McDonald's products are a standard size and weight, we can use the ads and prices to calculate the inflation rate for these products over this time period.

1. 1968 (maximum price = 50 cents)
   1958 (maximum price = 25 cents)

   _____

   _____ years 25 cent price increase

   The price of a McDonald's meal thus increased 25 cents in _____ years.

2. In order to talk about inflation, we need to know the percentage changes:

   25 cent (increase) = _____ percent of 25 cents

3. Now find the average percent increase/year.

   _____ percent increase divided by _____ years = _____percent/year

4. Take a trip to your local McDonald's, buy the standard meal. How much did you have to pay? (include tax) _____

5. Calculate the average percent increase/year since the 50 cent ads.

   total price increase = _____

   percent price increase = _____

   number of years = _____

   average percent increase/year = _____

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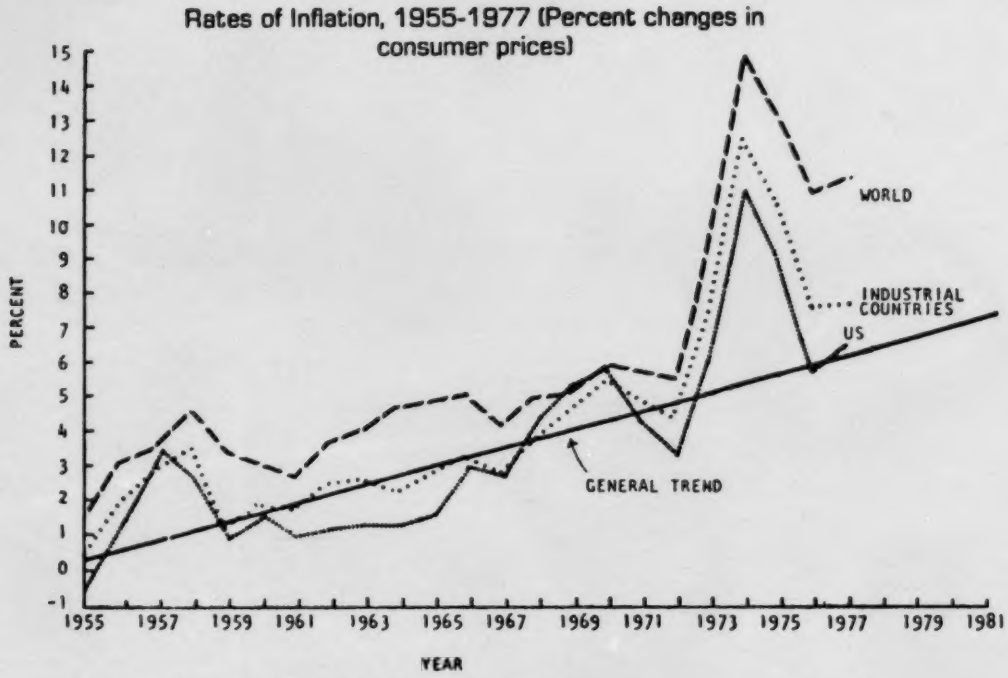
INFLATION GRAPH WORKSHEETS

Handout #28



SOURCE: INTERNATIONAL MONETARY FUND.

Hypotheses or Conclusions

1.

2.

3.

4.

5.

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DATA SHEET

Handout #29

Total of $10 for gas.

Your car receives 15 m.p.g.

Retail prices of gasoline per gallon:

1965----$ .31

1970----$ .35

1976----$ .62

1981----$1.30

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Handout #30

CHEVY CAMARO. SHOWSTOPPING GOOD LOOKS AND 20 EPA ESTIMATED MPG.

Everybody's looking for good fuel economy.

At the same time everybody's looking for the kind of dramatic styling that they've always known and loved.

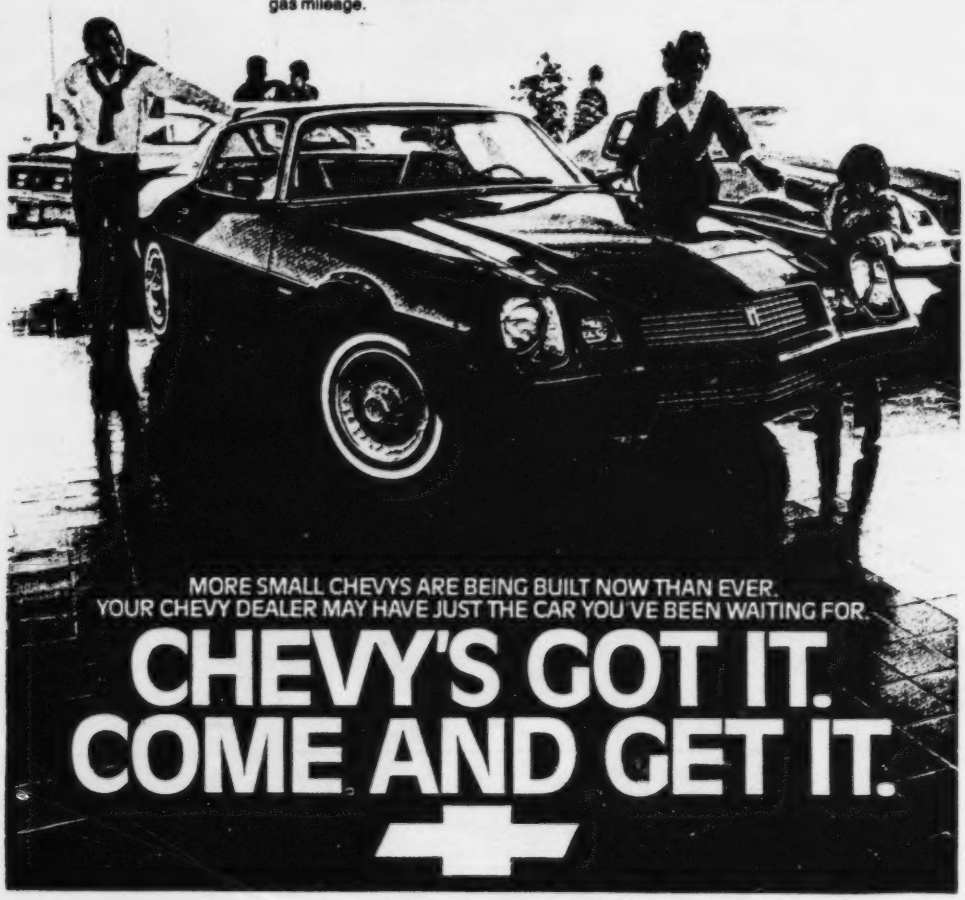
Well, everybody can stop looking. The answer is here in Camaro from Chevrolet.

Here is that famous sloping hood, the graceful lines and bold stance that make up the car we call The Hugger. This is the unmistakable aerodynamic shape that has drawn over two million people to a magical driving experience. If this is your kind of driving machine, you'll love what comes next.

You see, you don't have to get a foreign car to get good gas mileage.

For 1980 Camaro comes with a smooth, economical V6 as standard equipment. This new engine gives Camaro an EPA estimated MPG of 20, 26 highway.

Remember: Compare the "estimated MPG" to that of other cars. You may get different mileage, depending on how fast you drive, weather conditions, and trip length. Actual highway mileage will probably be less than the highway estimate. Estimate lower in California where an available auto. trans. is required. Camaro is equipped with GM-built engines produced by various divisions. See your Chevy dealer for details. And talk to him about buying or leasing a new Chevy Camaro.


MORE SMALL CHEVYS ARE BEING BUILT NOW THAN EVER.
YOUR CHEVY DEALER MAY HAVE JUST THE CAR YOU'VE BEEN WAITING FOR.
CHEVY'S GOT IT.
COME AND GET IT.

Reprinted courtesy of Chevrolet Motor Division, General Motors Corporation.

It's the LIVELIEST of all low-priced cars!

CHEVROLET

No other car combines all these famous features:

EXCLUSIVE VACUUM GEARSHIFT

NEW AERO-STREAM STYLING, NEW BODIES BY FISHER

NEW LONGER RIDING-BASE

85-HORSEPOWER VALVE-IN-HEAD SIX

PERFECTED HYDRAULIC BRAKES

NEW "OBSERVATION CAR" VISIBILITY

PERFECTED KNEE-ACTION RIDING SYSTEM
with Improved Shockproof Steering
(Available on Master De Luxe models only)

TIPTOE-MATIC CLUTCH

More nimble in traffic . . . more powerful on the hills . . . and *the fastest-selling car in America!*

If you want to "go stepping" in a big way this spring and summer—*and for many a month to come*—here's your "car-key" to the city and the entire country!

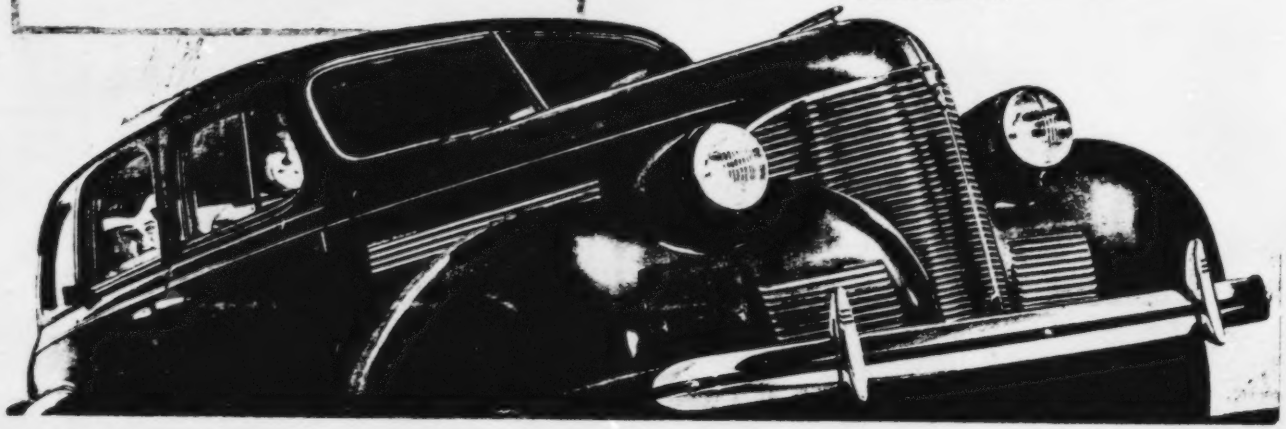
You'll lead the way in a Chevrolet—the biggest-selling car in America during seven out of the last eight years—*and the liveliest of all low-priced cars!*

It's faster on the getaway, it's better on the hills, and *more economical all the time,* than other cars in its price range . . . because it alone is powered with Chevrolet's famous Valve-in-Head Engine, the master motor of the low-price field!

It's the best performer in the entire field of economy cars, and the *only* low-priced car combining all the beauty, comfort and safety advantages listed on this page.

But *riding beats reading,* so please visit your Chevrolet dealer and sell yourself a new Chevrolet *today!*

CHEVROLET MOTOR DIVISION, *General Motors Sales Corporation,* DETROIT, MICHIGAN
General Motors Instalment Plan—convenient, economical monthly payments.
A General Motors Value



Reprinted courtesy of Chevrolet Motor Division, General Motors Corporation.

Inflation Fighting
How to Make a Silk Purse Out of a Sow's Ear

Handout #32

1. KNOW YOUR INCOME. Make a budget. What money do you have coming in and where is it going? Make changes so you can control your economy.

2. BE A BETTER BUYER. Read the labels, compare prices, buy "on sale" and buy "in season" produce. Know when to say no to a purchase. Try to save 12 percent to 18 percent on your bills and purchases to makeup for inflation.

3. DON'T BLOW ALL YOUR MONEY. Save and invest part of your money. Even though savings account rates aren't high enough to beat inflation rates, savings helps you when unexpected expenses pop up.

4. SELL YOUR ASSETS. Sell things you don't use. Trade services for goods if possible.

5. WATCH LIVING ON BORROWED MONEY. Keep your spending in sight of your income. Too much of the "pay later" idea can catch up with you.

6. FIGHT WASTE. Make every resource count at work, in your personal life, and in public.

7. CONSERVE ENERGY. The more you conserve, the less you have to buy.

8. MAKE THINGS LAST. The "throwaway society" increases inflation. Use what you have instead of buying the "new, improved" version.

9. MAKE YOUR OPINION HEARD IN GOVERNMENT. Let your government officials know if you approve or disapprove of various economic measures in letters, buy phone, and/or by vote.

10. RETHINK THE FUTURE. Take the present economy in consideration for planning your future. Let such economic trends not dissuade you from your goals, but guide you to goals you know are more realistic than others.

Adapted from Current Consumer, September, 1980.

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LABOR-INTENSIVE SYSTEMS--CAPITAL-INTENSIVE SYSTEMS

In order to produce any output, we need various inputs. In cooking, the inputs we need are the ingredients, the appliances and the energy to fuel them, and our own labor and ingenuity. The goods which a society produces and consumes also need inputs. Among the most essential inputs, or factors of production are: (a) the labor needed to design, assemble and produce the good, and (b) the capital needed to purchase the equipment, tools, or ingredients. Different goods and different methods of production require different mixes of labor and capital. The terms labor-intensive and capital-intensive refer to the nature of that mix. Labor-intensive goods, like Guatemalan hand-made textiles, use relatively large amounts of labor; capital-intensive goods like IBM computers, use relatively large amounts of capital. The terms describe not only particular goods and services, but also the character of production in entire societies. Thus Honduras might be called a labor-intensive society, while the United Kingdom is more capital-intensive.

Many goods, like agricultural products, can use varying amounts of labor and capital to produce the same kind of amount of output. The so-called mechanization of agriculture in the United States has, by definition, made agriculture more capital-intensive. To put it another way, agricultural technology in the U.S. has changed from being labor-intensive, as it was in the days of plantation agriculture, to being highly capital-intensive, using more machines and less labor. The word technology simply refers to the mix of factors used to produce any given output.

The goods and services produced by a single society may be a complex mix of labor-intensive and capital-intensive products. Even the United States, which is generally thought to be a capital-intensive society, still produces and consumes many labor-intensive goods and services.

Different societies have different amounts and types of factors available to produce any given output. Many developing countries, for example, have large amounts of labor and very little capital available for investment. To use capital-intensive agricultural technology--which uses very little labor and a lot of machines--would not be wise in such a setting since it would not be appropriate to the factors available in the country. In a situation such as the typical developing country, it is inefficient to employ so much capital, which is capital-intensive. Appropriate technology, therefore, involves fitting technology to the available factors in the society.

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The preceding paragraphs have introduced a number of important economic terms and concepts. Before going on, make sure you have a basic understanding--not necessarily a dictionary definition--of the following:

inputs
outputs
labor
capital
investment
technology
appropriate technology
employment
developing countries

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Handout #34

Below you will find a list of countries. Check those which you think have a predominately labor-intensive type of economy.

United States

People's Republic of China

Peru

West Germany

Japan

North Korea

South Korea

Cambodia

Guatemala

Czechoslovakia

Egypt

Kenya

Saudi Arabia

Iran

India

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ECONOMIC ADVISORS HANDOUT

Handout #35

CASE 1:

You are advisers to the President of the United States. You are asked to help the President outline a position on whether to restrict importation of Japanese cars. The problem is this: Americans are buying more fuel-efficient Japaneese cars; U.S. car-makers are laying off workers as sales of American cars decline.

CASE 2:

You are advisers to the President of Venezuela. You are asked to help formulate a policy on importation of color TV sets. The problem: Many Venezuelans are becoming wealthier (Venezuela is an OPEC member) and are demanding luxury goods that are unavailable in their country, but Venezuela needs to develop its own economy and many argue that Venezuelans should be forced to buy and invest in Venezuela.

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INFLATION - WORLD PROBLEM?

Handout #36

Average Annual Rate of Change of Consumer Prices
Selected Countries, 1950-1979

Country	1950-60	1960-70	1970-78	1979*
Argentina	25.0%	23.0%	117.2%	140%
Australia	2.8	2.5	10.6	8
Brazil	--	45.0	28.3	52
Canada	1.2	2.7	7.6	9
Egypt	-0.6	3.7	7.9	10
France	3.4	4.1	9.0	12
India	2.3	6.4	7.4	10
Indonesia	--	--	17.0	20
Israel	8.4	5.6	29.4	93
Japan	2.7	5.9	9.8	8
Kenya	--	1.6	12.3	25
Malaysia	-1.4	1.1	6.1	5
Mexico	6.0	2.8	15.1	19
Nigeria	4.1	2.8	9.7	30
Saudi Arabia	--	1.7	14.7	15
Sweden	3.0	4.1	8.9	8
United Kingdom	2.4	4.0	13.2	16
United States	1.4	2.8	6.7	13
West Germany	1.1	2.6	5.2	5
Yugoslavia	5.0	12.4	17.0	24

*Preliminary estimates by Worldwatch Institute, based on IMF data and current periodicals.
Source: International Monetary Fund.

Identify the five countries in each of the four columns which have the highest annual rate of change of consumer prices.

	1950-60	1960-70	1970-78	1979*
1.				
2.				
3.				
4.				
5.				

Rank order the position of the U.S. for each of the four sets of figures.

1950-60	1960-70	1970-78	1979*

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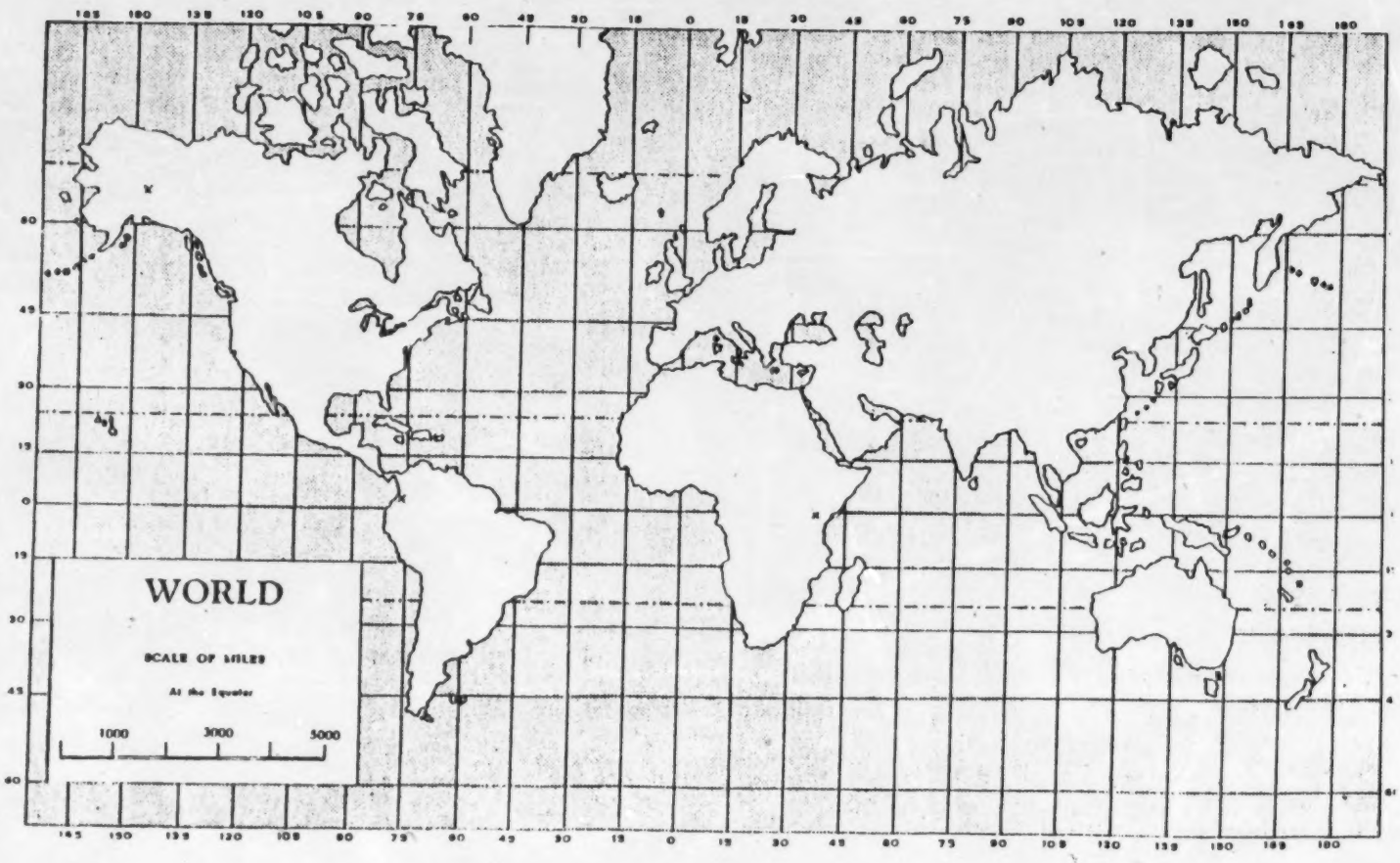
MAP D

X = Same 20,000 ft. mountain
in different parts of the world



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INDIA DATA HANDOUT

Handout #38

Population Density: 189 per sq. km.

Growth Rate: 2.1 percent

Urban Population: 22 percent

Literacy Rate: 33 percent

Chief sources of Foreign Income (including export products, tourism, and services): sugar, 13 percent; jute products, 7 percent; machines and vehicles, 7 percent; tea, 7 percent; iron ore, 6 percent; clothing, 5 percent.

Per Capita Income: $150.00

Political Status: Independent since 1950

Population Doubling Time:* 33 years

Average Daily Caloric Intake:** 1,900 calories

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*Information from p. 334, World Geography, by Herbert H. Gross, Follet Publishing Co., Chicago, 1980.

**Information from pp 410-419, Global Geography, by Preston James and Nelda Davis. MacMillan Publishing Co., Inc., New York, 1981.

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TEACHING ABOUT THE CONSUMER AND THE GLOBAL MARKETPLACE

From peanuts to petroleum, the goods and services we consume are reflections not only of personal values but of global processes and events as well. Individual, national, and international dynamics combine to produce the mixture of conflict and cooperation which we call the global marketplace. TEACHING ABOUT THE CONSUMER AND THE GLOBAL MARKETPLACE offers 31 activities which provide an introduction to the complex link between personal and global economics.

Hollywood producers and candy companies alike listen to the collective voice of North American youth in deciding what to sell and how to sell it. Yet at the same time, students, and all consumers, are on the receiving end of influences coming from producers and governments—domestic and foreign—who determine in large part what we consume. Nowhere is interdependence more evident than in the global marketplace.

This unit addresses consumer issues from four perspectives. Part I focuses on "Me As A Consumer," using activities such as "Values: What Is Important to Me" and "Why Do I Buy Those Things?". Part II, "The Government and the Consumer," explores such issues as advertising, fiscal and monetary policy, and the Consumer Price Index using activities focused at teenagers and their concerns.

"The Consumer: Past, Present, and Future" (Part III) traces the changes in consumer patterns through history. The activity entitled "2009: What Will Madison Avenue and the Automakers Have For You?" asks students to speculate on the future of the consumer. Finally, in Part IV ("The Consumer and the World"), the issues of trade, labor and capital-intensive systems, imports, inflation, and international cooperation are presented in ways which make the international economic system more understandable but not oversimplified.

The economic aspects of human interaction are of universal concern. Understanding and coping with that interaction can be a bewildering experience. Yet educators searching for curriculum materials which provide students with adequate skills and knowledge to deal with the economic world find a selection which is limited and often inappropriate. TEACHING ABOUT THE CONSUMER AND THE GLOBAL MARKETPLACE responds to this need by providing a coherent, comprehensive overview of these vital—yet poorly understood—global concerns.

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